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ABSTRACT

Based on a program conducted by Caldwell Community College and Technical Institute, Hudson, North Carolina, this handbook provides guidelines and suggestions for developing a workplace literacy program. The handbook is organized in four sections. The first section introduces the idea of developing a workplace literacy program, including fund-raising and designing the project. The preparation and implementation phase of the literacy project is described in the second section. Topics covered include educating industrial personnel, recruiting and selecting students, scheduling, recruiting and training instructors, developing and implementing the curriculum, class management, selecting and training tutors, and equipment and courseware. Project evaluation is examined in the third section of the handbook. Evaluation methods suggested are student and instructor surveys, student testing, and management surveys. The final section offers suggestions for replicating the project. Extensive appendixes include an outline of steps for implementing the project, a job description for the project coordinator, a training outline, blank forms, a training schedule, scope and sequence of reading instruction, readability ratings of selected adult basic education materials, student interview forms, lesson plan and quarterly report forms, questionnaires, a printout of the results of the first implementation of the project, and replications of news items pertaining to literacy. (KC)

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HANDBOOK

Model Cooperative Industrial Literacy Project

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GLOSSARY OF ACRONYMS

ABE - Adult Basic Education

ABLE - Adult Basic Literacy Education

ARC - Appalachian Regional Commission

CCC & TI - Caldwell Community College and Technical Institute

CCTS - Coordinator of Corporate Training and Safety

GED - General Education Diploma

HIMS - Hart Instructional Management System

NCDCC - North Carolina Department of Community Colleges

PR/CCD - Pre-recorded Cassette Control Device

RIP - Reading Improvement Program

WPCOG - Western Piedmont Council of Governments

I. DEVELOPING A WORKPLACE LITERACY PROGRAM

A. INTRODUCTION

Adult Basic Education (ABE) was the first program Caldwell Community College and Technical Institute (CCC & TI) established at its inception twenty-four years ago. Twelve years ago the college established literacy classes (ABE, GED, and Adult High School Diploma) at industrial sites. A great deal of flexibility was necessary to offer a variety of schedules; however, the most commonly used scheduling with industry has been on-site after hours, with students coming to class on their own time without receiving pay.

Three years ago, CCC & TI established two ABLE centers in community sites. The purpose of these centers was to provide opportunities for adults to improve their basic reading and math skills through participation in an individualized learning program which emphasized technology-assisted instruction. Computer delivered activities supplemented traditional paper, pencil and book activities to add another dimension to the presentation of material. Students indicating an interest and need for the nontraditional method of learning used computers equipped with cassette tape recorders and earphones to accommodate even beginning readers. The progress and retention of students significantly improved at these centers as compared to classes using traditional instructional methods. Noting the degree of success using technology-assisted instruction with literacy students, college personnel began looking for ways to expand to new centers.

Obviously the most effective way to expand the ABLE centers was a partnership between the college and industry. With our long history of working with Broyhill Industries, the college's ABE director discussed the idea of such a partnership with the coordinator of corporate training and safety (CCTS). Having worked closely with the after-work Broyhill literacy classes, the CCTS understood the value of these classes both to the employees and to the corporation. Several discussions centered around alternate ways of operating the classes. Between these discussions, the ABE director and the CCTS discussed with their respective supervisors the possibilities that had been explored for their feedback. Once the idea received positive response from the management of both the college and Broyhill Industries, the ABE director began looking for funds to equip the centers.

B. FUNDING

In early September of 1986, the Planning and Development Officer (PDO) at CCC & TI advised the ABE director that the North Carolina Department of Community Colleges (NCDCC) had forwarded a copy of a memorandum from the North Carolina Department of Administration outlining the criteria on which Appalachian Regional Commission (ARC) projects would be chosen. After examining this information and discussing it with the ABE director, the PDO contacted the state Appalachian's Alternative Office.

Being advised that proposals to be considered should be submitted through local development districts, the PDO contacted the Western Piedmont Council of Government (WPCOG). After discussions with WPCOG, North Carolina ARC, Broyhill, and college representatives, CCC & TI submitted its pre-application on September 29, 1986 to the WPCOG who in turn submitted it to the North Carolina Department of Administration for consideration for North Carolina's investment program for Appalachian funding in FY1987. In late November 1986, CCC & TI received notification from the Governor of North Carolina that he had recommended as one of his priorities its Industrial Workplace Literacy Project for funding from the ARC. The full commission met in February to approve recommendations from all Appalachian governors. Once that step was completed, CCC & TI was asked to submit a formal application. A member of the WPCOG, working with the ABE director, prepared the formal application in April, 1987. Although the governor's office received notification of funding on July 8, 1987, CCC & TI's president did not receive the ARC contract for his signature until August 25, 1987.

After receiving the governor's recommendation for ARC funding, CCC & TI ABE staff felt strong evaluation and instructional management systems needed to be added to the ARC project. A proposal was submitted to the NCDCC on March 30, 1987 for consideration for ABE special project funding. Notification of funding approval did not come until late August 1987 because the North Carolina State Board of Community Colleges did not approve projects for FY1987 until August 6.

Although the ABE staff made every possible preparation before official notification of funding came from both of these sources, the ABE staff and Broyhill personnel with whom the college was working were thrown into a position of trying to make up lost time in order to stay close to Broyhill top management's expected timetable. This, coupled with the ABE staff's unrealistic projected time needed to complete some of the proposed tasks, made the flow of planned activities uneven and off-schedule at times.

C. DESIGNING THE PROJECT

From the inception of the idea, many conversations were held between the ABE director and Broyhill's CCTS. These discussions explored questions and possibilities: such as, what employees to target, what skills students needed to learn, when to offer classes, and what monetary and in-kind services could be provided by CCC & TI and Broyhill Industries.

Both parties agreed that the target employees/students would be those with the lowest reading skills (zero to fourth grade levels). Both parties also agreed that for optimal success as many barriers to participation as possible needed to be removed. The most common reasons employees did not join literacy after work classes were believed to be related to after work commitments: employees who had to carpool, had childcare conflicts, other jobs, and farm or leisure activities such as sports commitments. These barriers could be removed by offering class during the work day and paying employees/students regular wages while they attended classes. To eliminate these barriers, Broyhill agreed to operate Reading Improvement classes during the work day.

Other specifics for the project were worked out jointly by the ABE director and Broyhill's CCTS. Every possible issue was addressed, even down to what the project would be called so as to present the most positive image. The following pages will address the major activities necessary to carry out the project.

Note: See Steps for Implementation of Industrial Reading Program (appendix i)
See Job Description for Project Coordinator (appendix ii)

II. PREPARATION/IMPLEMENTATION

A. EDUCATING INDUSTRIAL PERSONNEL

When initiating a workplace literacy program, supervisory personnel must be included in the educational process. They need to be aware of and acknowledge the need for a literacy program for the company's employees. Upper management may be particularly unaware of the magnitude of the literacy problem because, in most cases, they do not work directly with plant employees. To call their attention to this problem, reports from those in direct contact with employees are important. Accidents, down time, and less than optimal production rates are often results of persons not being able to read and understand instructions, signs, and work notices. These things need to be brought to the attention of corporate management. Plant supervisory personnel must also come to realize that there is a firm commitment from top management to the success of such a program. Once it is evident that management considers a reading improvement program part of an employee's job, supervisory personnel will treat it as such. Finally, those employees who will be involved in recruiting students must be well trained in how to approach potential students and be able to administer the preliminary tests. Each of these components is essential to the implementation of a viable program.

Probably the most successful procedure in beginning the corporate educational process is that of following the chain of command. After initial meetings with CCC & TI's project staff to clarify project objectives and procedures, the corporate executive officer, the vice president, and the CCTS educated plant managers to the program using a variety of techniques indicating strong corporate support which was to be essential to the success of the program. Personnel from CCC & TI taught training directors recruitment procedures which were nonthreatening to employees. College personnel then taught training directors and other supervisory personnel to make no distinction among employees, to approach each in the same manner, and to keep all responses confidential. Training directors also learned to administer the ABLE test. Employees wishing to apply for the program took the ABLE test as a means of determining eligibility. The program coordinator received the screening results and notified eligible employees through the training director.

Note: See Training Outline in (appendix iii)

B. RECRUITING/SELECTING STUDENTS

Broyhill Industries has always had a deep commitment to education as evidenced by its many afterwork ABE/HSD/GED classes. When the company made the decision to initiate the Reading Improvement Program in its plants, it was very sensitive to the needs of its employees. Broyhill Industries produced a short video introducing the program to its employees and answering ahead of time many of the questions employees were sure to have. Each interested employee viewed the video, had the Reading Improvement Program explained, and asked any questions. At this point, interested employees could sign up for the program. Over 400 persons expressed interest in the program and wished to be evaluated. In some instances where there was an apparent need, an individual was contacted privately by a work supervisor in order to allay that person's doubts and insure his/her participation in the program. In some cases, where the employee could not read at all or read very poorly, Broyhill waived the screening procedure.

Plant training directors administered the ABLE tests to employees who expressed interest in the program. After completing the screenings (the ABLE test), the training directors selected the 150 students scoring at the lowest levels. As a result, students reading from 0-7th grade level enrolled in the RIP, with about 65% reading below 4th grade level. The remainder of those tested were referred to afterwork programs or placed on waiting lists.

Note: See Time Sheets (appendix iv, v)
See ABLE Results Sheets (appendix vi)

C. SCHEDULING

With students selected, the training directors attacked the problem of scheduling. The 150 students were divided among eight different plant sites, each site having from 9 to 50 students. Each student had his own particular job responsibilities within the company and had to be scheduled for class for one hour each week. Students were scheduled in groups from three to fourteen to attend class. Added to these constraints was the fact that in seven sites, the students had to be fitted into a three hour time block. The remaining site had two 2 1/2 hour time slots. This limitation was put in place to maximize use of instructors' time. Classes were scheduled on Tuesday, Wednesday, and Thursday to allow for long weekends and occasional four day workweeks.

Training directors attempted to schedule students' time away from their worksite to cause the least disruption in production. Another consideration was to avoid the scheduling of more than one person at a time from a particular work station. The training director at each site was responsible for weighing all factors and scheduling classes accordingly.

Note: See Sample Schedule (appendix vii)

D. RECRUITING AND TRAINING OF INSTRUCTORS

In choosing instructors for the Broyhill Reading Improvement Program, the only requirement for application was a four-year degree. The instructors hired did not necessarily have experience in teaching reading or working with adults. The things that they did have in common, however, were a positive attitude, a real concern for people, a high degree of initiative and motivation, and a firm commitment to the program.

Upon confirmation of the grant, interested persons who had filed applications or were presently employed as instructors with other literacy programs had the opportunity to meet for a basic computer literacy class. After ten hours of working with computers and various courseware packages, the project coordinator selected five instructors to work in the Reading Improvement Program.

CCC & TI hired all instructors on a part-time basis. The instructors worked an average of fifteen to twenty hours per week, including paid time for training, planning, and counseling with students. In year-end interviews and questionnaires, each instructor, without exception, stated that working with the Reading Improvement Program had been one of the most fulfilling and rewarding experiences in their lives. The key ingredient to the success of this program lies in the selection of competent, caring instructors.

The training of instructors consisted of three components. The first part took place before the actual classes began. The operation of the Apple IIe computer, the use of the program courseware, and the introduction of printed text materials comprised these sessions. Introduction of the entire curriculum, and correlation of the courseware and printed materials to the scope and sequence of skills followed. Recordkeeping and enrollment procedures concluded this component of instructor training.

A second phase of instructor training began with the program start up. The project coordinator accompanied each instructor to class to assist in initial student interviews and evaluations. The coordinator then assisted the instructor with immediate and long term lesson plans for each student. To insure adequate instructor contact with each student and to aid the instructor in implementing and modifying lesson plans, the coordinator attended class for six to eight class meetings. At the end of this period, the coordinator, working with the coordinator of volunteers, placed volunteer tutors in classrooms to lower the student/instructor ratio and give the students more one to one instructional time.

After classes were well underway, instructors met for several staff development sessions. During these sessions the Instructional Management System was introduced and implementation begun. Instructors modified class management procedures and further refined the curriculum during this final phase. Demonstrating student counseling techniques and developing evaluation procedures concluded the training sessions. Instructors found the third component of training extremely helpful for several reasons. The sessions provided a forum in which problems could be voiced and hopefully solved. Suggestions for change in particular areas could be made. Successful strategies could be shared as well as mutual support given for difficulties faced in the classroom.

To summarize, instructors received approximately twenty hours of pre-class training. They then received eighteen to twenty-four hours of supervised in-class training. Staff development sessions held outside of class time totaled twelve hours. During the year of operation, instructors received approximately fifty-six hours of training and staff development.

Note: See Staff Development Agendas (appendix viii-xiii)

E. DEVELOPING AND IMPLEMENTING CURRICULUM

Designing and implementing a reading curriculum which closely integrates written materials and computer software was important to the success and continuity of this type of reading program.

Using a scope and sequence of reading skills developed from local ABE objectives, the North Carolina Adult Basic Education Program Guide and the North Carolina State Department of Public Instruction's Teacher Handbook for competency-based curriculum, the core curriculum for the Reading Improvement Program evolved. Planners identified grade level skills which correlated to appropriately leveled written materials and computer software. Once developed, this formed a logical, easy to follow progression that was very manageable. Instructors then placed students at the appropriate levels in the curriculum by a combination of methods: the Slosson Oral Reading Test, Informal Reading Inventories (instructor's choice), Laubach Placement, and Dolch "word lists."

Instructors, for the most part, were familiar with the written texts available to them and had favorites that they liked to use. Because of the correlation of texts to levels on the continuum of skills, instructors found it quite easy to find appropriate materials to teach the skills students needed. Also, because of the introduction and practice of many skills at several reading levels, students were able to work on their own instructional levels at all times. Available reading materials were neither too easy nor too hard for students.

The project coordinator met the challenge of selecting computer courseware that enhanced the printed texts by contacting a knowledgeable vendor. Program coordinators have limited time as well as limited resources. Vendors have already previewed many programs and have seen most programs in operation. They know which programs work with different types of students and which programs give maximum coverage. Their suggestions provided the program coordinator with valuable advice at no cost.

In the Broyhill/CCC & TI program, the computer curriculum developed used an already successful program at CCC & TI's two ABLE centers. Long recognized as a successful adult reading program, the Laubach Way to Reading Series was the springboard for computer programs which used tape recorders with synchronized tapes to give nonreaders the auditory clues needed to work independently at the computer. Using a Hartley program with instructor authored word lists allowed instructors to use Laubach vocabulary to reinforce skills taught in each Laubach lesson. In

addition, Hartley's Vowels and Consonants series reinforced lessons on specific phonics skills. When used with the Laubach Reading Series and Discovering Phonics We Use, instructors found that students made measurable progress even at very low levels. Supplementary materials included Adult Basic Reading by Steck Vaughn and High Noon supplementary readers.

Another Hartley program for beginning readers was used with a high degree of success. This program is Brick by Brick. In this particular program, instructors taught students a controlled vocabulary on a particular level. Students learned the vocabulary portion using tapes synchronized to the computer program. The program introduced the word by showing a picture, by presenting the written word, and by saying the word. Words are taught in four to six word clusters. Usage skills and comprehension skills based on the mastered vocabulary follow.

It became evident that even with the large area of coverage obtained with these programs, some students continued to have difficulty. Developing materials for nonreaders became an ongoing challenge. Implementation of prereading skills dealing with letter identification, sight words, and word configuration using flash cards, picture books, tracing, computer programs, language experience, and low level reading materials, such as Laubach 1 and Steck Vaughn Reading 1000 became necessary. Alphabetization by Milliken became part of the curriculum at this point in an attempt to reach very low level students. Instructors found this program to be very helpful and have used it extensively. The skill range of this program is 0 to eighth grade.

Not all students, of course, need prereading and primary reading skills. For those students who came to us reading on a higher level, we chose Teacher's Pet by Imperial to supplement various texts. (See list of leveled texts.) Written at a second to fourth grade level, this program covers skills through sixth grade. Students who have marginal reading skills with some developmental gaps, or students who progress through lower Laubach levels use this program. Teacher's Pet addresses word attack skills and vocabulary development using games that the student plays on the computer. At still a higher level, Skills Bank provides extensive coverage for reading and language skills for students reading above fourth grade level. Students using Skills Bank are, for the most part, independent readers and are basically filling in the skills areas in which they are weak. Many instructors use newspapers, current GED reading material, and industrial manuals as texts with students at this level. Also, for students reading at higher levels and needing practice on usage and comprehension are

Comprehension Connection by Milliken and Mindscape by CBS software. Both are extremely valuable with students who need extra practice. In the area of spelling, we used Davidson's Spell It! with great success. It probably is the most popular program with our higher readers (above fourth grade). The spelling lists are exhaustive and can be authored by instructors.

The curriculum developed for the Reading Improvement Program is comprehensive in that it covers reading skills from prereading through grade eight. It is designed so that students achieve mastery of reading skills through drill and practice at several levels. Correct placement of each student and the use of materials specifically on his level is emphasized. Instructors evaluate every student daily to insure that progress is being made. To reinforce and reteach skills studied with instructors, students use computers. Instructors had no preset course of study for their students. Each instructor took the basic curriculum design and fitted it to his/her style and to the individual student. It has been, in large measure, this flexibility of design that has made the RIP so successful.

Now a word about computers. Computers provide an invaluable tool for enhancing instruction. They certainly do not take the place of the one on one attention given a student by instructors/tutors. Computers reinforce what has been taught and give guided practice with immediate reinforcement. Computers are helpful but not essential to a successful program. The program will only be as good and successful as its instructors and their use of individualized instruction.

NOTE: See Scope and Sequence (appendix xiv)
See Leveled List of Materials (appendix xv)

F. CLASS MANAGEMENT

It has already been mentioned that a well defined and easily adapted curriculum is essential for a successful program. Without some structure, managing students and noting their progress would be an instructors' nightmare. However, within the framework of a well defined curriculum, the chore becomes manageable.

The RIP classes met in three hour blocks of time, and three one-hour classes met during this time. Using this format, it was imperative that every minute be planned for every student. To insure contact with every student, the coordinator of volunteers recruited tutors to work in the classes. The student/instructor ratio consequently fell from 7:1 to 4:1 with every student receiving 20 to 30 minutes on the computer and 20 to 30 minutes with the instructor/tutor. Instructors made lesson plans for every student based on initial interviews and placement, taking into consideration any short term and long term goals. When the class period was over, instructors reviewed these plans and made new plans for the next week. In the students' files, the instructors noted skills mastered, books (or pages) completed, programs completed, mastery tests taken, etc. Instructors received pay for one hour per week per class site to document data and plan for students. They also counseled students on a rotating basis, meeting one on one to discuss problems, attitudes, and perceptions. Instructors then documented these conferences and evaluated them to determine their relevance to students' learning.

In order to facilitate the management of the data being collected, CCC & TI purchased a management program known as the Hart Instructional Management System. Working with Hart Inc., private contractors tested all of our printed text materials and software for readability levels and correlated by skills on levels to the curriculum scope and sequence. A result was the development of a testing component to allow pre and post testing for placement and mastery of skills. By programming this information into the HIMS, instructors then were able to insert student names, note skills mastered, project future study, and grade mastery tests using the management program. The student's individual educational program could be printed weekly indicating skills mastered and those which needed instruction. The program then used the correlations to print prescriptions to tell the instructor which books and software taught the particular skill(s) and the location. (For example, volume, page number, lesson number). Instructors were also able to determine the readability level of their text materials, thus eliminating the possibility of giving students materials that were too easy or too hard for them.

Using the data compiled in weekly lesson plans and the HIMS, instructors conducted quarterly evaluations of each student. This involved giving the Slosson Oral Reading Tests (SORT) and reviewing the progress each student had made. Noted in these evaluations were the skills mastered, materials completed, and goals accomplished. Instructors then made projections for the new quarter including mastery of skills, increasing reading level and setting goals. Instructors also commented on any changes in attitude, work habits, enthusiasm, etc.

Note: See Informal Student Interview (appendix xvi)
- Data Base Form (appendix xvii)
- ARC Lesson Plan (appendix xviii)
- Quarterly Plan (appendix xix)
- HIMS Samples:
  - 1) Prescription (appendix xx)
  - 2) Student Report (appendix xxi)
- Student Reading Checklist (appendix xxii)

C. SELECTING, TRAINING, AND MANAGING TUTORS

Within the first hours of student contact, it became obvious that most classes needed more than one instructor. Since it was not feasible to place more paid personnel in the classrooms, the project coordinator called on the coordinator of volunteers to recruit volunteers to help.

Using an already established corps of literacy tutors, the coordinator of volunteers began placing tutors in RIP classes. The coordinator recruited tutors from various civic organizations, church groups, and interested citizens. As the need for additional tutors increased, recruitment accelerated.

The volunteer coordinator was responsible for identifying potential tutors, determining their background, and orienting the potential tutor to the area to be served. Once interest and suitability was established, the tutors met the instructors with whom they would be working. A short training period followed; sometimes with other tutors; sometimes in the actual class itself, depending on the background of the tutor. (Many of our tutors were retired teachers and required little training.) Tutors received on-site instruction in the basic operation of computers, but worked primarily in the "one on one" teaching of reading.

To insure smooth operation of the volunteer program, the volunteer coordinator followed up with individual instructors and tutors on a regular basis. This allowed the coordinator to keep abreast of current needs and schedule changes. The volunteer coordinator also was responsible for documenting the number of hours spent by tutors in class. The coordinator of volunteers developed a current list of available tutors which allowed almost immediate service to instructors.

Tutors have played an integral role in the success of the RIP. Without the "one on one" instruction provided students by volunteers, student gains would not have been as great. Because students had individual time each week with the tutor or instructor, a relationship developed which tended to boost student morale and keep the students coming to class.

H. EQUIPMENT AND COURSEWARE - NEEDS AND ACQUISITIONS

Basically setting up a worksite lab is like equipping any other basic education lab. Once industry has provided a quiet, well lighted, and electrically sufficient area for the lab, the needs are obvious.

To operate efficiently, there should be study tables and chairs and computer carrels or tables and chairs. Most industry sites will provide these to some degree since the lab will probably be in a conference room or training area.

Prior to equipping the site and immediately upon confirmation of the prepared project, the planners should determine the number of computers that will be needed. The RIP designated one computer per student per class, but this could easily go to one computer per two students. This is assuming that there are instructors and tutors at the site at a ratio of no larger than 1:4. Also at this time, project coordinators need to order any peripherals such as extra disk drives, printers networking, etc. from the computer vendor.

Assuming that the program curriculum has been developed, the project coordinator needs to order courseware and other materials and to purchase any site licenses. Once again, a reputable vendor is a valuable asset when purchasing courseware. Not only can he assist tremendously in the selection process, but also expedite the order. Additional equipment to be ordered should include: file cabinets and book shelves; peripheral equipment, such as tape recorders compatible with PRCCDs and earphones; PRCCDs (a device which allows tape recording to synchronize with computer programs); earphones; adaptors; surge protectors; and Ufonic cards (speech synthesizers). For the instructional training sessions, as well as for classes later, the project coordinator must order instructional materials, such as ABLE tests, Slosson Oral Reading Tests, Laubach Materials, all books and consumable materials. Blank tapes, blank diskettes, storage boxes, and office supplies are also necessary.

It would certainly be advantageous to begin class with all supplies and equipment in hand. Class time should not be spent in maintenance or acquisition of equipment and supplies.

EQUIPPING A READING IMPROVEMENT LAB

		Costs*
1)	Computers - Apple IIe with color monitor 1 for every two students	$950
2)	Printer - 1 per site extra disk drive - 1 per site	$550 $200
3)	Locking file cabinet 1 per site	$125
4)	Book shelves (optional) 1 per site	$100
5)	Tape recorders 1 per computer	$40
6)	PRCCD 1 per Laubach computer	$79
7)	Ufonic Card 2 per site if using Brick by Brick	$200
8)	Earphones 1 per tape recorder	$6
9)	Surge protectors 1 per 2 computers	$28

*Costs are approximate

INSTRUCTIONAL MATERIALS

1) Testing materials/enrollment materials

2) Courseware (1 set per site)
Hartley Create: Fill in the Blank
Vowels
Consonants
Brick by Brick or Adult "Star" program
site license or Ufonic

Imperial - Teacher's Pet (site license)

Millikin - Alphabetization
Comprehension Connection

Softwriters - Skills Bank

CBS Software - Mind Scape

Davidson - Spell It!

3) Text Books

Laubach Series with all supplementary and testing materials

Steck Vaughn Adult Basic Reading
Steck Vaughn - Reading Skills for Adults
Comprehension Skills
Target Spelling

Globe Publishing - Spell It Out 1,2,3

Barnell Loft - Prescriptive Spelling

Riverside - Discovering Phonics We Use

As many supplementary books as are available.

4) Management System

SUPPLIES

1) Blank Tapes (approximately 200 per site)
   for recording Laubach programs, vowels, consonants

2) Blank Diskettes
   for record keeping, copying, independent student disks

3) Cassette Boxes
   Disk Files

4) Paper (1 box per site) for printer

5) Office Supplies:
   file folders, paper clips, note pads, pens, pencils, stapler, labels, note cards, felt markers, etc.

III. EVALUATION

A. INSTRUCTOR INTERVIEWS AND SURVEYS

The evaluation of the Reading Improvement Program has been an ongoing process. Beginning with the initial student interview and evaluation, instructors recorded data on student attitudes, achievement, and assessments for comparison at each quarter and then at the year's end.

Instructors held counseling sessions with students on a rotating schedule to determine any attitude changes, work problems relating to the program, problems at home, and to discuss anything the student wished. Rotating students attended counseling sessions weekly, prior to or after the regular classtime. Instructors used these times to get to know the student on a personal level. This knowledge was useful when dealing with students in the classroom and determining factors which affected learning. Instructors made plant personnel aware of the value of these sessions so that they could incorporate this time block in their scheduling.

Each quarter, students retested using the Slosson Oral Reading Test (SORT). Instructors used this information, plus the information from HIMS, lesson plans, and other skills testing to write the summative quarterly report on each student. Included in each report was a summary of all work attempted during the quarter. Evaluations included skills passed, reading levels, personal notes, and projections for the upcoming quarter. Instructors placed copies of the evaluations in student files, sent copies to the coordinator for use in project evaluation.

At the year's end, plant personnel, students, and instructors completed questionnaires to determine the effectiveness of the program, real and perceived progress, changes in attitude and/or work habits, and recommendations for improving the program. Student response to surveys remained consistent throughout the year. All students felt good about the RIP program and enjoyed coming to class. Working with computers was a challenge enjoyed by students, and they felt that they had learned faster by working with computers. All students felt that their instructor's interest in them had helped them read better. Most students felt that Broyhill Industries had taken a personal interest in them by providing the RIP. They recommended the program to other employees. All students felt they read better and wanted the classes to be continued; they suggested that the class time be expanded so they could learn

faster. For the most part, students commented that they had no trouble being released from their worksite to come to class, nor were they made to feel "dumb" or "slow" because of their participation. According to the four surveys administered to students in RIP, there is overwhelming support for the program, and students are excited about the changes they see occurring in their lives because they are able to read better.

Instructors surveyed at the year's end gave the RIP high marks. They all felt that the initial enrollment procedures were very helpful in getting to know students. Classes were roomy, well lit, and away from the congestion and plant noise, according to most instructors. They found plant personnel to be very cooperative and helpful. The curriculum was easy to follow and well integrated with text material and software, according to the survey. Instructors and the project coordinator monitored the curriculum and made additions as necessary to improve coverage and efficiency. All instructors agreed that there is still a very real need for prereading materials and courseware which provides easily understood and dependable audio clues for low level readers. The extensive use of tutors was indispensable to the day-to-day operation of the program, according to those surveyed. The "one on one" opportunity afforded the students by use of tutors was responsible in large part for their good gains.

Instructors enumerated in their responses the strengths and weaknesses of the program as they saw them. All instructors felt that the individualized planning and instruction were two strengths for the program. Having class during the workday, thus eliminating transportation and childcare problems was another positive point. Many instructors felt another strength was the encouragement and reinforcement given the program and the students by company officials and supervisory personnel. Teaching personnel also cited having an easy to use, comprehensive curriculum, as well as the management system correlating materials and skills as being important to the success of the program.

Instructors also felt that some improvement could be made as the program continued. Most felt that the time constraints limited the amount they could accomplish with the students. In some classes, instructors felt that a few immediate work supervisors and some employees made it difficult for a few students to attend class on occasion. Placement tools used to evaluate the student needed some modification and streamlining, according to the instructors' survey. Instructors also communicated

some frustration with the problem of using tapes for audio clues. Malfunctioning programs with prerecorded tapes, as well as the poor voice quality in the alternative audio, continue to be a source of concern.

Students and instructors concurred in their overall evaluation of the Reading Improvement Program. They both felt that it had had a positive impact on those who had participated in it. They hoped to see it continued and felt that there were many others who would benefit from being a part of the program.

Note: See Criteria for Determining Effectiveness of Implementation Procedures (appendix xxiv)
Student Evaluations (appendix xxiii, xxv)
Instructor Survey (appendix xxvi)

B. STUDENT TESTING

Plant training directors initially tested students using Level I ABLE form B. Only total nonreaders did not test. When students met for class, instructors evaluated them using the Slosson Oral Reading Test (SORT). They also used other tests for placement, with the SORT being the instrument used to gauge progress. Instructors gave the SORT quarterly to all enrolled students. At year's end, students' were again tested with the same ABLE to check gains. Aside from these standard tests, instructors used tests developed in the management component, as well as skills tests and book tests to document student achievement.

After an average class time of seventeen hours, students retested. SORT scores rose an average of 8 months. A second post test, given in May, had student gains increasing to an average of 1.1 years after an average of 30 hours of instruction. Students took the final post test in August taking both the ABLE and the SORT. Scores from final testing indicated that tremendous progress had been made. An average of 42 hours was spent in class during the year. Average gains of the SORT were 1.4 years; on the ABLE, students gained an average of 1.5 years. One hundred thirty-three students completed the Slosson testing and 108 students completed ABLE testing.

Note: See Student Charts
1) DCC Data Report (appendix xxvii)
2) DCC Data Summary (appendix xxviii)
3) DCC Slosson Summary (appendix xxix)

C. MANAGEMENT SURVEYS

In September at project's end, plant managers, training directors, and those in direct supervisory positions completed surveys to determine perceived effects of the Reading Improvement Program. Plant managers felt the program had resulted in greater self-esteem for individual employees which in turn resulted in better, more loyal, and more satisfied employees for Broyhill Industries. Without exception, plant managers recommended that the Reading Improvement Program be continued and expanded. Most took the long view that loyal, satisfied employees were an invaluable asset to the company.

Training directors and job foremen reported that the Reading Improvement Program resulted in better quality work, better production, better attendance, better safety habits, and improved attitudes for many participants. There was not a single participant who did not receive some positive response from management on the questionnaire. Many also reported that some of their employees were less shy around coworkers and had become more self assured and assertive. These surveys reported instances in which employees asked to learn new jobs and needed less direction or supervision on the worksite.

The overwhelming recommendation from middle management was that the Reading Improvement Program be continued. Respondents felt that the Reading Improvement Program enhanced the reputation of Broyhill Industries. They felt that employees became more loyal to the company and their value to the company increased because of the program.

When asked for suggestions for or concerns about improvement in the program, most had none. Some, however, felt that having class during the workday caused production delays. They felt the program was valuable, but would have liked for the program to operate outside work hours. Isolated comments about the program's effectiveness included questions about students being in the program who did not really have a need, or the fact that some students still did not read well after being in the program for a year. Despite these reservations, all management felt that the Reading Improvement Program had added a positive dimension to the image of Broyhill Industries and to the lives of the participants.

Responses from top level management (Broyhill's corporate executive officer, vice president for personnel, and coordinator of corporate training and safety) indicated a continued firm commitment to the Reading Improvement Program, and a great deal of pride in and respect for the employees who pioneered the project. They also asked that the RIP be extended to two other Broyhill locations in other counties. The emphasis of Broyhill Corporate Management continues to be on the education and training of its labor force to gain a competitive edge.

Note: See Management Survey Forms
(appendix xxx-xxxii)
See Summative Evaluation Report
(appendix xxxiii)

IV. GUIDELINES FOR REPLICATIONS

A. SUGGESTIONS

Working with industry can be an extremely rewarding experience for educational institutions. The vast resources of industry afforded the educational sector give an extra boost to classes held in the workplace. It is, therefore, extremely important to cultivate any relationship between the educational institution and industry.

Educators who are attempting to work with industry need to realize that industry exists primarily to make a profit. Any educational program should then have the long range goal of increasing the industry's profits. Keeping this in mind, educators should learn all they can about the particular industry with which they are dealing. They need to learn what that industry does and what skills their employees need for the industry to stay competitive while increasing productivity and profits.

Following are some suggested strategies to consider as educators dealing with industry:

1) Communicate how improving basic skills relates to improved job performance in their industry.
2) Learn all you can about the particular industry, what it does, who it serves, what skills employees need.
3) Be protective of your relationship with business and industry.
4) Keep communications open and honest.
5) Be flexible - i.e., scheduling, curriculum.
6) Plan well. Promise only what you can give. Follow up and do what you say you are going to do.
7) Forget the word "illiterate."

Once industry has made a commitment to educate (whatever the role), they assume the role of the student. Obviously, without students, no educational institution could survive. Treating industry as one would a student helps insure good working relationships and, hopefully, long term relationships. Educational institutions need to be sensitive to what industry wants, which classes work best, what the industry's real needs are. They need to provide the support needed by industry to plan, implement, and evaluate the program. They should find out how much industry is willing to do and then not ask for too many favors. The industry needs some media coverage and credit, so be sure they

get this. Finally, educators and educational institutions need to realize that corporate clocks tick slowly; industry needs time to make decisions, so be patient.

B. RECOMMENDATIONS

In the process of implementing and evaluating the Reading Improvement Program, Caldwell Community College and Technical Institute has been able to develop a set of recommendations which will expedite the operation of any future programs.

Recommendation I: That the North Carolina Department of Community Colleges provide seed monies to community colleges wishing to initiate a workplace literacy program.

The replication of this successful program will require an initial investment in hardware and courseware. Since literacy programs in community colleges do not have funds available for such an investment, it would be an incentive to fostering future literacy partnerships between colleges and industry to have funds available at the Department of Community Colleges earmarked for that purpose.

Recommendation II: That paid staff development and training be provided for instructional personnel.

Unlike traditional literacy classes, the students are in class for only one hour per week. It is imperative that this hour be used to the utmost. Instructors need to be very familiar with the curriculum, placement, materials, courseware, instructional management system, record keeping tasks, and computers before they begin teaching the students. As evaluations warrant program changes, and as new elements are added, staff training needs to continue.

Recommendation III: That program personnel develop a well defined scope and sequence of study.

Literacy program staff, working with appropriate personnel from industry, should identify prior to project startup the objectives of the program. From these objectives, the service provider will develop a well defined scope and sequence of study. This provides a road map for instructors and students and makes planning easier.

Recommendation IV: That industrial supervisory personnel be oriented to the programs.

Industrial supervisory personnel should be fully aware of the program goals and objectives, and have some hands-on experience in the lab itself. Such an orientation will provide them with a clearer understanding of what their employees will be doing. Their involvement and support are critical to the success of the program.

Recommendation V: That student/instructor ratio should be no higher than 4:1 and funding allocations for workplace programs be calculated in the same manner.

Imperative to the success of a similar program is a low student/instructor ratio. Because the class is only one hour per week, students must receive intense "one to one" instruction during each class. Students, their supervisors and management expect effective use of paid employee class time. Since all instruction is individualized, instructional management requires more individual time spent with each student. Although volunteers can be utilized to help lower the student/instructor ratio, service providers will need to be funded at a much lower student/instructor level than classes using traditional instructional methods. If funding continues in the traditional method, service providers will not break even in terms of allocation/expenditures and will be reluctant to consider providing this program.

Recommendation VI: That volunteer tutors be utilized in workplace literacy classes and that funds be provided to hire a paid volunteer coordinator.

The use of volunteer tutors further lowers the student/instructor ratio and gives students greater opportunity for individual instruction. Volunteers bring energy, commitment, and a sense of personal worth to students. Their contribution can be invaluable if they, like any other volunteer, are properly trained, and supervised. Most literacy providers in the North Carolina community college system do not have a paid volunteer coordinator. A successful volunteer component needs a well defined management system. Recruiting, training and matching volunteers with students takes careful planning, time, and follow-up. To get the maximum benefits for students, volunteer management must be given the status of a paid position tying it to accountability.

Recommendation VII: That instructional personnel be provided paid planning and counseling time.

Because of the nature of an individualized program, instructors must plan in detail for every student in class. Class time must never be used for planning; therefore, instructional personnel will have to attend to these tasks outside of paid class time. Without providing pay, instructional personnel cannot be required to have written lesson plans for each student.

Funds need to be allocated to cover the expense of instructor counseling time. Counseling sessions with students are held before and after class. These sessions provide students and instructors the time needed to discuss problems, define needs, set goals, assess attitudes, and develop communication skills - all of which are essential for integration within the framework of the instructor's planning for the student. This type of counseling can not be done during class time; therefore, funds should be allocated to compensate instructional personnel for this important responsibility.

Recommendation VIII: That industrial personnel, i.e. training directors, immediate supervisors and plant managers be advised regularly as to the progress of the student/employees.

Summative reports given semi-annually or annually should detail the educational progress of each student along with other pertinent information deemed applicable. Plant personnel need to have an understanding of the information given them and the significance of any progress reports to prevent misinterpretation of data and to maintain continued support for employee participation.

Recommendation IX: That literacy providers and industrial personnel develop a detailed plan of action and that classes not begin until all components are in place.

The successful workplace literacy program will require cooperative planning between the literacy provider and the industry. Conversations should provide both parties with a clear understanding of expected program results and what is expected from the service provider, the industry, and the student/employees. To limit frustrations for all parties involved, classes should not begin until the following conditions are met: equipment and material purchased and in place, the curriculum established, instructors trained, and supervisory personnel oriented.

Recommendation X: That the North Carolina Department of Community Colleges provide in its literacy funding formula a factor to cover the cost of curriculum development for programs which propose to conduct workplace literacy programs.

The cost in time and curriculum development expertise will prohibit community college literacy programs from initiating or responding to business and industry needs for technical assistance in reviewing written materials they use, assessing the reading levels of these and employees, and in customizing literacy programs to meet their particular needs.

Steps for Implementation of Industrial Reading Program

1. Receive money - from grant or other sources - approximately $10,000 per lab site.
2. Hire project coordinator.
3. Order equipment and supplies (6-8 weeks).
4. Develop curriculum to be used with program.
5. Order testing materials, books and courseware.
6. Meet with industry managers to explain program.
7. Hold training class for training directors and personnel managers.
8. Recruit students and determine test groups.
9. Test potential students.
10. Put reading material on tape for computers.
11. Interview and hire instructors
12. Schedule classes; select students
13. Install computers
14. Train instructors
15. Evaluate students
16. Begin classes

ARC Coordinator - Job Description

Coordinator will be responsible for:

- ordering all equipment and instructional supplies necessary for the implementation of the Reading Improvement Program
- consulting with those constructing mastery tests and checklists to insure consistency with project objectives
- overseeing correlation of objectives, courseware, and workbooks
- working in cooperation with Broyhill Industries to insure smooth operation of classes and see that project goals are carried out
- working with immediate supervisor to recruit, hire and train instructional staff
- scheduling classes
- physical set up of classrooms in industry sites
- seeing that accurate records are kept of Reading Improvement Program
- making all reports deemed necessary by ARC
- maintaining equipment, software, and materials used in the project
- any other duties deemed necessary by coordinator's immediate supervisor

READING IMPROVEMENT PROGRAM

Training Outline

Personnel Managers/Training Directors

I. WELCOME/INTRODUCTIONS

*Welcome to meeting introducing Reading Improvement Program

*Introduce myself and others involved in meeting

*Explain meeting purpose:
-to explain Program, implementation reasons, expected results
-show recruitment video to be used in plants
-explain recruitment, testing, implementation procedures to Personnel Managers/Training Directors
-answer all questions
-most importantly, sell YOU on Program

II. PROGRAM DESCRIPTION

*Explain ARC Grant - read selected portion

*Show Orientation/Recruitment video

*Explain Program purpose/goal:
The purpose of the Reading Improvement Program is to give our employees an opportunity to improve their basic reading and spelling skills. We plan to target those employees who read at lower levels specifically those who read at or below the fourth grade level. As all of you know, we continue to add computerized machinery in may of our locations. It is our firm belief that the "employee of the future" must have very good reading skills in order to be productive, successful, flexible parts of our organization.

Our enrollment goal is three students per computer. We will have fifty computers total. Computers per plant will vary with size. (SHOW OVERHEAD OF COMPUTER LOCATION BREAKDOWN.)

Our long-term goal is to raise the educational level of those employees who participate in the Program. We hope the Program will increase each student's self-confidence and desire to be a successful part of Broyhill.

*Brief description of Program mechanics
-three sessions per week at each site
-students attend one hour session per week
-schedules to made Sept. 14-18
-mechanics (teaching methods) - Beverly Jaynes

*Discuss calendar of events (SHOW OVERHEAD)

III. PLANT RESPONSIBILITIES

*Recruitment - You will be expected to hold an Orientation meeting for your department managers to explain the Program. The way you present the Program could very well determine its success or failure. You must have management support for your program to really work. Please stress the importance of management support. You will be ultimately responsible for program success at your plant.

Plan to conduct employee orientation meetings in the same manner you introduced the OSHA Standard. Orientation should last no longer than fifteen minutes. (Viedo length, approximately 9 minutes)

*Encourage interested employees to conduct you within one week after orientation. Should you fall short of your goal, pursue one-on-one recruiting in plant.

*Testing - Once you have a list of interested employees, it is time to administer the ABLE test. The purpose of testing is to determine eligibility, and also establish reading skill levels of eligible employees. Reading level must be determined so instructors can tailor class material to the student's individual's needs.

Eligibility will generally be reading scores below the 5th grade level. Those testing higher than 5th grade will be encouraged to enroll in the ABE programs presently being held after working hours.

The ABLE test is simple to administer and score. Once each test has been administered, score them and submit the results.

*Now Beverly Jaynes will go over the ABLE test, including how to administer and score.

*Scheduling classes - It will be important, when scheduling for the classes, to remember any potential time conflicts. Examples are: O.R. meetings, training classes, W.I.N. meetings, or other activities. If your classes are to be held in a location other than your

conference room, you still need to consider time conflicts. Classes should cause as little disturbance to production as possible. Therefore, no classes should be scheduled to meet at the same time as other meetings or training classes.

You will not be required to make class schedules up on your own. Beverly will call a meeting of allTraining Directors to plan schedules. One instructor may be responsible for several sites, so classes must be scheduled with this in mind.

*As this Program is a research effort between Broyhill, CCC&TI, and the ARC, we must maintain accurate records during the next year. We have prepared time sheets for ease in record keeping. (SHOW OVERHEAD OF TIME SHEET. GO OVER SPECIFICS.)

At the end of each calendar month, you will be expected to turn in completed time sheets. We will also ask you to write a short report outlining your Program activities for the month. It is critical that you stay actively involved in the Program.

IV. SUMMARY

*Review plant responsibilities, timetable
*Answer questions

V. ADJOURN

Date: _____

READING IMPROVEMENT PROGRAM

VERIFICATION OF ORIENTATION

SALARIED/HOURLY PERSONNEL

SALARIED PERSONNEL

Name	Position	Name	Position

- Time Per Salaried Manager Spent in Orientation: _____
- Total Cost: _____ Verified By: _____

HOURLY PERSONNEL

- Total Hourly Employees in Orientation: _____ Average Wage: _____
- Time Per Hourly Employee Spent in Orientation: _____
- Total Cost: _____ Verified By: _____

Signed: _____
Date: _____

READING IMPROVEMENT PROGRAM
-TIME SHEET-

LOCATION: _____

NAME	DATE	TIME IN	TIME OUT	WAGES/ HOUR	TOTAL COST
			40		

Plant _____

READING IMPROVEMENT PROGRAM

"ABLE Results"

DATE	NAME	DEPT #	VOCABULARY	READING	SPELLING

(Weekly Schedule) ARC (APPALACHIAN REGIONAL COMMISSION) Complex Comb

DATE	WORLD TIME	P L A N T	EMPLOYEE	MANAGER
TUESDAY	12:45	PARTICLEBOARD	?	?
	"	"	?	?
	"	WALL SYSTEMS	Carolyn French	Jack Watson
	"	" "	James Largent	Greg Watson
	"	" "	Jerome Palmer	Bill Smith
	"	PACEMAKER	Nanny Cornell	Harley Hamby
	1:00	WALL SYSTEMS	Alvin Dixon	Carl Bryant
	"	PACEMAKER	Dennis Daugherty	John Glenn
	"	"	Cora Mikeal	Mark Potter
	"	"	Robert Walsh	Steve Greer
	"	"	Jay Lee Moore	Harley Hamby
	1:45	PARTICLEBOARD	?	?
	"	"	?	?
	"	WALL SYSTEMS	Gail Arnold	Bill Smith
	"	" "	Nora Horton	Jack Watson
	"	PACEMAKER	Harvey West	Harley Hamby
	"	"	Ben Locklear	Jerry Hanks
	2:00	WALL SYSTEMS	Gladys Roberts	Bill Smith
	"	" "	Sharon Watson	Carl Bryant
	"	" "	Jack McGuire	Jack Watson
	"	PACEMAKER	Mike Smith	Mark Potter
	"	"	Bonnie Nash	Robert Walsh
	"	"	Ken Earp	Richard Dula
	"	"	Regina Greene	Harley Hamby
			42	

ARC Staff Development
August 31, 1987

1) Introduction - 9:00 - 10:00 - Beverly Jaynes, ARC Coordinator

   * Instructors

   * What is ARC

   * What is RIP

2) Computers - 10:00 - 12:00 - Jim Eaker, Hart Inc.

   * Hardware

   * Software

3) Lunch - 12:00 - 1:00

4) Computers continued - 1:00 - 2:30 - Jim Eaker

5) Questions/Comments - 2:30 - 3:00 - Beverly Jaynes

ARC Staff Development
September 14, 1987

1) Introduction - 9:00 - 10:00 - Beverly Jaynes, ARC Coordinator

   * Up date on progress

   * Start up date

   * Curriculum

2) Student Evaluation - 10:00 - 12:00 - Beverly Jaynes

   * Slosson Oral Reading Test

   * Laubach Placement

   * Informal Reading Inventory

   * Interview procedures

   * Documentation procedures

3) Lunch - 12:00 - 1:00

4) Paperwork/Record Keeping - 1:00 - 3:00 - Beverly Jaynes, Nancy Hatley

   * Student Information form

   * Attendance

   * Rosters

   * Lesson plans

   * Student folders

   * Monthly learner profile

   * Quarterly reports

   * Time sheets

ARC Staff Development
September 21, 1987

1) Introduction - 9:00 - 9:30 - Beverly Jaynes, ARC Coordinator

   * Class Schedules

2) Curriculum - 9:30 - 12:00 - Beverly Jaynes

   * Text books

   * Software

   * Integration

3) Lunch - 12:00 - 1:00

4) Class Start-up - 1:00 - 3:00 - Beverly Jaynes

   * Student Interviews evaluation

   * Questions/Comments

   * Independent planning

x

ARC Staff Development
November 30, 1987

1) Paperwork - 9:00 - 9:30

2) Problems - 9:30 - 10:30

3) Curriculum Review 10:30 - 12:00

ARC Staff Development
February 5, 1988

1) Introduction - 12:30 - 1:00 Beverly Jaynes, ARC Coordinator

* Problems/Concerns

* Paperwork

3) Management System - 1:00 - 3:00, 3:30 - 5:00 Jim Eaker, Hart Inc.

* Scope and Sequence

* Correlations

* Prescriptions

* Hands-on-practice

ARC Staff Development
May 30, 1988

1) Introduction - 9:00 - 10:00 - Beverly Jaynes, ARC Coordinator
   * Reporting/Testing for data
   * Summer schedule
   * Results to date
2) Problems/Concerns - 10:00 - 11:00
   * Attendance
   * Software
   * Paperwork
3) Program Continuation - 11:00 - 12:00 - Beverly Jaynes
   * Broyhill
   * CCC&TI
   * Funding

Scope and Sequence Reading

	Beginning Level	Mastery Level
Word Attack		
Initial Consonants	1	2
Final Consonants	1	2
Initial Consonant Digraphs	1	7
Final Consonant Digraphs	2	7
Initial Consonant Blends	1	4
Final Consonant Blends	2	3
Vowels, Short	1	4
Vowels, Long	1	4
Vowels, Variant and Diphthongs	2	7
Vowel + R	2	6
Vowel + L	2	6
Vocabulary and Comprehension		
Prefixes	2	4
Plurals	2	4
Roots	5	Cont.
Compound Words	2	4
Contractions	1	4
Syllabication	3	4
Multiple Meanings	1	4
Homonyms	3	4
Synonyms	1	4
Antonyms	1	4
Abbreviations/Acronyms	1	4
Symbols	1	4
Reading Comprehension and Listening Comprehension		
Details	1	4
Context Clues (Comp.)	1	4
Definition of Terms	1	4
Sequence	1	4
Categorizing	1	4
Paraphrasing	4	Cont.
Inference	2	4
Main Idea	1	4
Main Idea Restated	1	4
Main Idea Paraphrased	1	4
Inferred	3	4
Cause and Effect	2	4

Drawing Conclusions and Generalizing	2	4
Following Directions	1	4
Propaganda	6	Cont.
Making Predictions	1	4
Making Judgments	1	4
Fact and Opinion	3	4
Character Traits, Feelings, Motives	4	Cont.
Mood and Feeling	4	Cont.
Author's Point of View, Purpose, Technique, Bias	4	Cont.
Personification	4	Cont.
Biographies and Autobiographies	4	Cont.
Newspapers and Magazines	5	Cont.
Advertisements	5	Cont.
Poetry/Ballads	2	4
Punctuation/Grammar/Study Skills		
Periods	1	4
Questions Marks	1	4
Commas	4	Cont.
Apostrophes	2	4
Quotation Marks	4	Cont.
Capital Letters	1	4
Sentence Construction	1	4
Subject (Noun Phrase)	3	4
Predicate (Verb Phrase)	3	4
Paragraph Construction	2	4
Composition	1	4
Nouns	1	4
Verbs	1	4
Adjectives	1	4
Adverbs	3	4
Pronouns	2	4
Spelling	1	4
Alphabetizing	1	4
Skimming	4	Cont.
Index	3	4
Maps	3	4
Tables/Charts	4	Cont.
Time Lines	4	Cont.
Guide Words	3	4
Diacritical Marks	4	Cont.
Pronunciation Key	4	Cont.
Definitions	4	Cont.
Library Use	4	Cont.
Card Catalog	4	Cont.

Encyclopedia	4	Cont.
Atlas	5	Cont.
Outlining	4	Cont.
Summarizing/Synthesizing	5	Cont.
Forms	3	4
Labels	2	4
Telephone Directories	3	4
Writing	1	4
Letters	2	4

READABILITY OF SELECTED ABE MATERIALS

Level Readiness	
Language Exercises Revised - Pink Book	Steck Vaughn
Focus on Phonics - 1	New Readers Press
Level 1	
Target Spelling 180	Steck Vaughn
Bible Stories - Skill Book 1	SALT
In the Valley (1.5)	New Readers Press
City Living (1.7)	New Readers Press
People and Places (1.5)	New Readers Press
More Stories (1.5)	New Readers Press
Discovering Phonics We Use - Books A & B (Skill Level)	Riverside Publ.
Level 2	
Laubach Way to Reading Skill - Book 2	New Readers Press
Laubach Way to Reading Skill - Book 3	New Readers Press
Language Exercises Revised - Orange Book	Steck Vaughn
Language Exercises Revised - Violet Book	Steck Vaughn
Discovering Phonics (We Use Book C)	Riverside Publ.
Focus on Phonics - Book 2a, b	New Readers Press
More Stories 2 (2.0)	New Readers Press
More Stories 3 (2.5)	New Readers Press
Changes (2.5)	New Readers Press
Level 3	
Target Spelling - 360 and 540	Steck Vaughn
Discovering Phonics (We Use Book D)	Riverside Publ.
Focus on Phonics 3	New Readers Press
Reading Skills for Adults - Blue	Steck Vaughn
Level 4	
Alpine Run - Mastering Basic Reading Skills	Steck Vaughn
Laubach Way to Reading - Book 4, Book 5	New Readers Press
Pre-GED Writing - Book 1	Contemporary
Language Exercises Revised - Gray	Steck Vaughn
Signs Around Town	Steck Vaughn
Spelling Steps 1	Steck Vaughn

Level 4 (cont.)

Comprehension - Facts 1	Steck Vaughn
Comprehension - Context 1	Steck Vaughn
Comprehension - Sequences 1	Steck Vaughn
Comprehension - Main Idea 1	Steck Vaughn
Comprehension - Conclusion 1	Steck Vaughn
Machine Age Riddles	New Readers Press
Target Spelling: 780	Steck Vaughn
Reading Skills for Adults - Red	Steck Vaughn

Level 5

Wheeling It - Mastering Basic Reading Skills	Steck Vaughn
Names In Action	Steck Vaughn
Language Exercises Revised - Red	Steck Vaughn
Spelling Steps 2	Steck Vaughn
World of Vocabulary - Book A	Globe Book Co.
World of Vocabulary - Book 1	Globe Book Co.
SFS Reading	Steck Vaughn
Reading Instruction: First	New Readers Press
Action English Series - Sentences in Action	Steck Vaughn
Action English Series - Names in Action	Steck Vaughn
Action English Series - Actions	Steck Vaughn
Label Talk	New Readers Press
Reading Skills for Adults - Green	Steck Vaughn

Level 6

Mastering Basic Reading Skills:	Steck Vaughn
Trailblazers	
Quiet Flight	
Free-Fall	
Language Exercises Revised: Gold, Blue	Steck Vaughn
Spelling Steps 3	Steck Vaughn
Language in Daily Living:	Steck Vaughn
Verbs/Subjects	
Phrases/Clauses/Sentences	
Pronouns/Modifiers/Verbs	
Spell It Out - Book 1	Globe Book Co.
Critical Thinking for Adults	Steck Vaughn
World of Vocabulary - Book 2	Globe Book Co.
Comprehension: Context 2	Steck Vaughn
Comprehension: Sequence 2	Steck Vaughn
Comprehension: Main Idea 2	Steck Vaughn
Comprehension: Conclusions 2	Steck Vaughn
Building Basic Skills in Reading: Book 2	Contemporary
Let's Look It-Up	New Readers Press
Your Daily Paper	New Readers Press
Reading Skills for Adults - Brown	Steck Vaughn

Level 8

Spell It Out - Book 3	Globe Book Co.

Informal Student Interview

Name _____

1. Why did you sign up for this class?
2. What do you think that you will gain from this class?
3. Have you ever been enrolled in an Adult Education Class before? Did you have a good experience?
4. How would you describe your past experience with school?
5. How old were you when you left school?
6. What kinds of things are you good at?
7. What do you like to do in your spare time?
8. What one thing would you most like to able to read?
9. Do you have a place to study at home? Is there someone at home that could help you with your reading?
10. What do you like about your job?
11. Do you use reading on the job?
12. What kind of job would you like to have five years from now?
13. How do you feel about the Reading Improvement Program?

Reading Improvement Data Base Form

Name:

Social Security #:

Age:

Sex:

Marital Status:

Educational Level:

Plant:

WRAT #1:

#2:

Slosson #1:

#2:

#3:

#4:

ABLE #1:

#2:

Attendance/Hrs.:

Date Enrolled:

Date Completed/Dropped:

ARC Class Lesson Plan Sheet

Class Student	Date	Lesson Plan
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

QUARTERLY REPORT

Date: _____

STUDENT NAME _____
CLASS SITE _____
INSTRUCTOR _____

I. TESTS

SLOSSON 11/87 2/88 4/88 8/88

OTHER _____

_____

II. CLASSWORK (completed during quarter)

BOOKS _____

_____

_____

COMPUTER _____

_____

III. SKILLS

MASTERED _____

_____

NON-MASTERED _____

_____

IV. GOALS FOR NEXT QUARTER

_____

_____

_____

_____

V. COMMENTS

_____

_____

PRESCRIPTIONS

Name: BASHFUL DWARF Today's Date: 10/01/88

READING: PRESCRIPTIONS

2WVS14:

LAUBACK-SKILL BOOK 1 NEW READERS PRESS 1981
PAGES
18,22,23,26,27,30,36,38,39,40,41,42,44,45,46,47,48,50,51,52,53,56,
57
Notes: _____

DISC. PHONICS WE USE A RIVERSIDE PUBLISHING 1981
PAGES 72,73,107,108,118,
119,120---29-32(A)--47-50(E)--103-106(I)--65-68(O)---87-90(U)
Notes: _____

DISC. PHONICS WE USE B RIVERSIDE PUBLISHING 1981
PAGES
17,18,29,30,32-34;--19,20,73,74(A)---21,22,95,96(E)---27,28,105,10
6(I)---23,24,85,86,87,88(O)---25, 26,113,115,116,117(U)
Notes: _____

FOCUS ON PHONICS-1 NEW READERS PRESS 1982
PAGES [(A&E)11]-[(I&O)12]-[(U)13]
Notes: _____

LAUBACH WAY:SKILL BK 2 NEW READERS PRESS 1981
PAGES--[(A)36-47]-[(E)26- 35]--[(I)2-11]--[(O)48-53]--[(U)16-25]
Notes: _____

FOCUS ON PHONICS-3 NEW READERS PRESS 1982
PAGES--2,3,[(A)4-18;60]- [(E)19-31;61]-[(I)32-39;42,43,44,62]-
[(O)45-52;54-59]
Notes: _____

VOWELS--WITH CCD HARTLEY 1984
LESSONS V1 (A&E), V2 (E&I), V3 (O&U), V4 (A,E,I,O,U),
Notes: _____

VOWELS -CCD- HARTLEY 1984
CORRECT SPELLING OF LONG &SHORT VOWELS--LESSONS-V6 (A),V9 (E),V12
(I), V15 (O), V18 (U),------CHANGE A SHORT VOWEL WORD TO LONG
VOWEL WORD-V31
Notes: _____

VOWELS -CCD- HARTLEY 1984
DISCRIMINATE BETWEEN LONG & SHORT SPECIAL SPELLING ETC.--LESSONS=
V33,V47,V48,V49,V50,V51,V52;
Notes: _____

TEACHER'S PET IMPERIAL 1985
INCLUDES BOTH LONG & SHORTVOWELS---LESSONS-DISK 1, ACTIVITIES
1,2,3,7,11;-DISK 2, ACTIVITIES 17,18,--DISK3, ACT. 38;
Notes: _____

HART DEMO — Page 1

SCORING REPORT - COMP-3 DEMO

Today's Date: 10/01/88 (** = 100%)

	Objectives			
	2 V P 3	2 V S 3	4 V H N 3	2 V S N 3
Total				
Questions=12	Raw %	3	4	2	3
	% of Questions Correct				
SNEEZY DWARF	9	75	**	75	**	33
DOPY DWARF	8	67	33	50	**	**
DOC DWARF	8	67	**	75	50	33
SLEEPY DWARF	12	**	**	**	**	**
GRUMPY DWARF	8	67	67	50	50	**
HAPPY DWARF	7	58	67	50	50	67
BASHFUL DWARF	8	67	**	**	50	0
Average	9	71	81	71	71	62

HART DEMO — Page 1

TEST ITEMS MISSED - COMP-3 DEMO

Today's Date: 10/01/88 N = 7 (** = 100)

Question Number	1	2	3	4	5	6	7	8	9	10	11	12
SNEEZY DWARF										x	x	x
DOPY DWARF	x	x	x	x								
DOC DWARF							x	x	x			x
SLEEPY DWARF												
GRUMPY DWARF			x	x			x	x				
HAPPY DWARF				x	x	x				x	x	
BASHFUL DWARF								x	x		x	x
Students Missing Each Question												
Total Number	1	1	2	3	1	1	2	3	2	2	3	3
Total Percentage	14	14	29	43	14	14	29	43	29	29	43	43

READING CHECKLIST

STUDENT_____

CLASS_____

INSTRUCTOR_____

WORD ATTACK	DATE MASTERED
Initial Consonants	_____
Final Consonants	_____
Initial Consonant Digraphs	_____
Final Consonant Digraphs	_____
Initial Consonant Blends	_____
Final Consonant Blends	_____
Vowels, Short	_____
Vowels, Long	_____
Vowels, Variant and Diphthongs	_____
Vowel + R	_____
Vowel + L	_____

VOCABULARY AND COMPREHENSION	
Prefixes	_____
Plurals	_____
Roots	_____
Compound Words	_____
Contractions	_____
Syllabication	_____
Multiple Meanings	_____
Homonyms	_____
Synonyms	_____
Antonyms	_____
Abbreviations/Acronyms	_____
Symbols	_____

READING COMPREHENSION AND LISTENING COMPREHENSION	
Details	_____
Context Clues (Comp.)	_____
Definition of Terms	_____
Sequence	_____
Categorizing	_____
Paraphrasing	_____
Inference	_____
Main Idea	_____
Main Idea Restated	_____
Main Idea Paraphrased	_____
Inferred	_____

Cause and Effect _____
Drawing Conclusions and Generalizing _____
Following Directions _____
Propaganda _____
Making Predictions _____
Making Judgments _____
Fact and Opinion _____
Character Traits, Feelings, Motives _____
Mood and Feeling _____
Author's Point of View, Purpose, _____
Technique, Bias _____
Personification _____
Biographies and Autobiographies _____
Newspapers and Magazines _____
Advertisements _____
Poetry/Ballads _____

PUNCTUATION/GRAMMAR/STUDY SKILLS

Periods _____
Questions Marks _____
Commas _____
Apostrophes _____
Quotation Marks _____
Capital Letters _____
Sentence Construction _____
Subject (Noun Phrase) _____
Predicate (Verb Phrase) _____
Paragraph Construction _____
Composition _____
Nouns _____
Verbs _____
Adjectives _____
Adverbs _____
Pronouns _____
Spelling _____
Alphabetizing _____
Skimming _____
Index _____
Maps _____
Tables/Charts _____
Time Lines _____
Guide Words _____
Diacritical Marks _____
Pronunciation Key _____
Definitions _____
Library Use _____
Card Catalog _____
Encyclopedia _____
Atlas _____
Outlining _____
Summarizing/Synthesizing _____
Forms _____
Labels _____

Telephone Directories _____
Writing _____
Letters _____

BROYHILL FURNITURE INDUSTRIES, INC.
READING IMPROVEMENT PROGRAM
STUDENT EVALUATION

Plant _____
Name _____
Date _____

Please rate each statement:

Disagree	No Opinion	Agree
1	2	3

1. Since starting the Reading Improvement Program, I feel more self-confident. _____
2. I like the job I do. _____
3. I have an interest in bettering my position at Broyhill. _____
4. Being in the program has helped me do my job better. _____
5. I like working on the computers. _____
6. I like the books I work on. _____
7. I feel comfortable in my classroom. _____
8. My teacher/tutor is helpful to me. _____
9. I can read better now than I could a month ago. _____
10. I expect to read better a month from now. _____
11. I would recommend this program to a friend or co-worker. _____

Do you think any improvements could be made in the Reading Improvement Program? _____ If so, what? _____

_____

_____

_____

What do you like best about the Reading Improvement Program?

_____

_____

_____

Criteria for Determining Effectiveness of Implementation Procedures

1. Review of student daily progress reports.
2. Review of student test results.
3. Evaluation by instructors of ongoing student progress and program implementation.
4. Evaluation by corporate coordinator for training and safety and other appropriate industrial personnel of ongoing student and program evaluation.
5. Review information collected from student/instructor counseling session.
6. Project coordinator supervision and evaluation of instructional staff.

*7. Feedback from volunteer tutors and volunteer coordinator.

*Note: This additional criterion was added after the need to have volunteer tutors was identified and addressed.

BROYHILL FURNITURE INDUSTRIES, INC.
READING IMPROVEMENT PROGRAM
STUDENT EVALUATION - YEAR END

Plant _____
Name _____
Date _____

Please rate each statement:

Disagree	No Opinion	Agree

1. I feel good about myself for working to improve my reading skills. _____
2. I enjoy my work. _____
3. I would like to work toward a more responsible job with Broyhill. _____
4. I have a better attitude about my job since starting the reading program. _____
5. I learn from working on the computers. _____
6. My book(s) is helpful in teaching me to read or improve my reading skills. _____
7. I feel at ease in my classroom. _____
8. My teacher/tutor is interested in helping me to learn more. _____
9. I feel that I have improved my reading skills since starting the program. _____
10. I feel that I will continue to improve my reading skills while I am in the reading program. _____
11. I feel this program would help anyone who wants to improve their reading skills. _____

_____

1. Has your attitude toward Broyhill Industries changed since being in the program? _____ Do you feel the company is interested in helping you improve? _____
2. Do you spend any time at home reading? _____ Do you receive encouragement from your family? _____
3. Are you more aware of things to read since being in the program? _____ (i.e., signs, groceries, newspapers, menus, magazines, books, etc.)

4. Have you had any problems in coming to class? _____ (i.e., getting away due to work load, absentees in your department, supervisors complaining, etc.)

5. Where have you seen the most improvement in your reading?_____

_____

_____

6. What suggestions do you have to improve class time?

_____

_____

_____

7. Would you like to see the Reading Improvement program continued? _____ Explain.

8. Do you want to continue in the Reading Improvement program?

9. Do you feel that you have achieved any of the goals you set for yourself at the beginning of the program? _____ Explain.

10. How would you make the Reading Improvement program better?

Instructor Survey:

Name:
SS#
Address:

Phone:
Educational history:

Work history:

1. How much pre-service training did you receive?

2. Was your training sufficient?

3. How could it have been improved?

4. Did you receive enough classroom support in the initial class periods?

5. Was the planning and preparation for ARC start up effective?

   What suggestions could you make for start up at future sites?

6. What is the most effective way you have found to interview, enroll, and place (level) a student?

   Which of our present enrollment procedures do you feel could be eliminated, replaced, or streamlined?

7. Has the equipment (computers, cassette players) been consistently operational?

   How could the equipment be improved?

8. Was your classroom area large enough? Was it arranged in a usable manner? Did students have space to work? Was there enough light?

   How could your classroom space be improved?

9. Did you have enough classroom supplies? (paper, pencils, clips, staples, etc.)

   What other supplies did you need?

   Did you purchase materials or supplies on your own?
   If so, what did you purchase?

10. Did you find the curriculum well developed and easy to follow?

    Explain.

11. What improvements and/or additions would you suggest to the curriculum?

12. How did the software and printed material integrate into the curriculum?

13. Was the curriculum flexible? Were additions and deletions made to supplement and improve as the year progressed?

14. Do you feel that the software used in the program was appropriate?

15. How could software be improved?

16. Do you feel that the computers are a significant aid in the classroom?

17. How could they be better used?

18. Did you use volunteers in your class?

19. What were the duties assigned tutors?

20. What suggestions do you have for the use of tutors in literacy programs?

21. What procedures did <u>you</u> use for evaluating students?

    Which procedures do you feel were the most effective?

22. How do you perceive the students' feelings about methods used for evaluation?

23. What kinds of student feedback about their evaluations did you receive?

24. Did you get to know your students well?

25. Were the counseling sessions helpful?

26. How did students seem to feel about individual sessions?

27. What kinds of changes did you observe in students over the year's time?

28. Was the contact person(s) at the plant site helpful?

    Explain.

29. Were there any problems with students leaving the worksite to come to class?

30. Was plant management supportive?

31. How much time (average) did you spend preparing for class each week?

32. How did you plan for your classes? How did you keep up with each student's progress?

29. How could the Reading Improvement Program be improved?

30. Why do you feel the RIP has been so successful?

31. What specific recommendations would you make?

36. What are the strengths of the RIP?

    Weaknesses?

37. What recommendations for future implementation would you make?

File: ARC Data Base Page
Report: DCC DATA REPORT

Plant	Age	Race	Sex	Educ.	Attendan	Date enroll	Date dropped	Reason drop
Chr 6	23	w	f	12	20.50	Sep 23 87	Mar 88	2
Chr 6	20	w	m	9	11.50	Sep 30 87	Jan 31 88	2
Chr 6	53	w	f	10	38.50	Sep 23 87		
Chr 6	42	w	f	12	49.50	Sep 23 87		
Chr 6	21	w	f	8	40.50	Sep 23 87	Jul 20 88	2
Chr 6	23	w	f	11	46.50	Sep 23 87		
Chr 6	22	w	m	9	45.50	Sep 23 87		
Chr 6	32	w	f	7	11.50	Sep 23 87	Dec 30 87	2
Chr 6	26	w	f	9	44.50	Sep 23 87		
Chr 6	37	w	m	8	44.50	Sep 23 87		
Chr 6	35	w	f	8	50.50	Sep 23 87		
Chr 6	58	w	f	7	50.50	Sep 23 87		
Chr 6	29	w	m	9	24.00	Jan 6 88	Jul 20 88	2
Chr 6	44	w	m	9	28.00	Feb 3 88		
Chr 6	19	w	m	8	2.00	May 4 88	May 18 88	2
Chr 6	24	w	m	8	2.00	Mar 30 88	Apr 88	3
Chr 6	24	w	F		3.00	Jun 1 88	Jun 22 88	2
Chr 6	29	w	M	9	17.00	Jun 1 88		
Chr 6	21	w	m	9	2.00	Sep 2 88		
					532.00			
Chr 1	24	w	m	12	13.00	Sep 24 87	Jan 31 88	3
Chr 1	30	w	m	10	41.50	Sep 24 87		
Chr 1	53	w	m	2	37.50	Sep 24 87		
Chr 1	32	b	m	12	16.50	Sep 24 87	Feb 28 88	3
Chr 1	48	w	f	12	45.50	Sep 24 87		
Chr 1	60	w	m	5	41.50	Sep 24 87		
Chr 1	30	w	m	9	15.50	Sep 24 87	Feb 25 88	3
Chr 1	42	w	m	4	45.50	Sep 24 87		
Chr 1	30	w	m	0	18.50	Sep 24 87	Apr 88	3
Chr 1	28	w	m	8	36.00	Sep 24 87		
Chr 1	31	w	f	9	18.50	Sep 24 87	Apr 88	3
Chr 1	28	w	f	8	43.50	Sep 24 87		
Chr 1	23	w	m	8	14.50	Sep 24 87	Jan 31 88	3
Chr 1	40	w	m	9	26.50	Sep 24 87	May 88	3
Chr 1	53	w	m	0	13.50	Sep 24 87	Feb 88	3
Chr 1	50	w	f	7	20.50	Sep 24 87	May 88	3
Chr 1	27	w	f	9	32.50	Sep 24 87		
Chr 1	22	w	f	8	12.50	Sep 24 87	Feb 29 88	1
Chr 1	47	w	m	9	18.00	May 5 88		
Chr 1	42	w	f	12	20.00	Mar 3 88		
Chr 1	26	w	m	12	16.00	Mar 10 88		
Chr 1	38	w	f	12	14.00	Jun 25 88		
					561.00			
LFC	43	w	m	7	50.00	Sep 22 87		
LFC	39	w	m	0	50.00	Sep 22 87		

Report: DCC DATA REPORT

Plant	Age	Race	Sex	Educ.	Attendan	Date enroll	Date dropped	Reason drop
LFC	55	w	m	8	51.00	Sep 22 87		
LFC	52	w	m	1	45.00	Sep 22 87		
LFC	53	w	m	3	49.00	Sep 22 87		
LFC	29	w	m	9	51.00	Sep 22 87		
LFC	47	w	m	2	13.00	Sep 22 87	Jan 31 88	2
LFC	45	w	m	5	50.00	Sep 22 87		
LFC	22	w	m	9	50.00	Sep 22 87		
LFC	53	w	m	7	50.00	Sep 22 87		
LFC	35	w	m	12	51.00	Sep 22 87		
LFC	28	w	f	12	45.00	Sep 22 87		
LFC	28	b	f	12	50.00	Sep 22 87		
LFC	44	a	f	esl	7.00	Sep 22 87	Jan 4 87	3
LFC	40	b	f	10	31.00	Jan 26 88		
LFC	26	w	m	8	32.00	Jan 26 88		
LFC	43	a	m	ESL	6.00	Sep 22 87	Nov 88	2
					681.00			
Chr 3	25	m	m	8	47.50	Sep 22 87		
Chr 3	37	w	f	9	12.00	Dec 2 87	Mar 30 88	4
Chr 3	22	w	m	10	32.00	Nov 25 87		
Chr 3	19	w	m	9	42.50	Sep 22 87		
Chr 3	21	w	m	12	37.50	Sep 22 87	Aug 88	2
Chr 3	35	b	f	11	30.50	Sep 22 87		
Chr 3	37	b	f	12	23.00	Oct 6 87	Aug 88	
Chr 3	34	w	m	10	34.50	Sep 22 87		
Chr 3	54	w	f	9	40.00	Dec 2 87		
Chr 3	48	w	m	3	8.50	Sep 22 87	Jan 6 88	
Chr 3	57	w	m	2	41.50	Sep 22 87	Aug 31 88	4
Chr 3	21	w	m	12	35.00	Dec 2 87		
Chr 3	21	w	m	12	7.50	Sep 22 87	Nov 30 87	3
Chr 3	42	w	f	8	26.00	Mar 23 88		
Chr 3	18	w	m	8	2.50	Sep 22 87	Nov 30 87	3
Chr 3	19	w	m	10	7.50	Sep 22 87	Nov 30 87	2
Chr 3	27	w	m	10	7.50	Sep 22 87	Nov 30 87	2
Chr 3	18	w	m	9	8.00	Jun 8 88	Aug 31 88	2
Chr 3	18	w	m	8	9.00	Aug 13 88	Sep 7 88	2
Chr 3	19	w	m	9	12.00	Jun 21 88		
Chr 3	28	w	m	10	6.00	Sep 7 88		
					470.50			
NV	40	w	m	6	32.50	Sep 22 87		
NV	44	w	f	8	47.00	Sep 22 87		
NV	38	w	m	8	39.50	Sep 22 87		
NV	22	w	m	11	36.50	Sep 22 87		
NV	33	w	m	8	37.50	Sep 22 87		
NV	43	b	f	12	38.50	Sep 22 87		
NV	53	w	m	7	37.50	Sep 22 87		

File: ARC Data Base
Report: DCC DATA REPORT

Plant	Age	Race	Sex	Educ.	Attendan	Date enroll	Date dropped	Reason drop
NV	41	w	m	8	32.50	Sep 22 87		
NV	50	w	m	6	38.50	Sep 22 87		
					340.00			
Harper	23	w	f	9	39.00	Sep 24 87		
Harper	22	w	f	9	49.00	Sep 27 87		
Harper	68	w	m	4	40.00	Oct 1 87		
Harper	29	w	f	12	46.00	Oct 8 87		
Harper	26	w	m	9	45.00	Sep 24 87		
Harper	32	w	m	9	48.00	Sep 24 87		
Harper	37	w	m	8	51.00	Sep 24 87		
Harper	22	w	m	5	51.00	Sep 24 87		
Harper	25	w	m	12	47.00	Sep 24 87		
Harper	33	w	m	7	46.00	Sep 24 87		
Harper	25	w	m	12	47.00	Sep 24 87		
Harper	47	w	m	3	21.00	Sep 24 87	Feb 88	3
Harper	41	w	f	5	6.00	Oct 21 87	Dec 15 87	2
Harper	20	w	m	10	39.00	Nov 11 87		
Harper	47	w	m	7	27.00	Oct 1 87	Aug 24 88	2
Harper	33	w	f	12	12.00	Sep 24 87	Nov 30 87	
Harper	32	h	m	esl	24.00	Apr 6 88		
Harper	28	w	m	12	49.00	Sep 24 87		
Harper	30	w	m	10	12.00	Sep 24 87	Oct 14 87	3
					699.00			
WS	19	w	f	10	11.50	Sep 30 87	Nov 24 88	3,r 1/88 d
WS	40	w	m	8	10.50	Sep 29 87	Jan 12 88	3
WS	25	w	f	12	40.50	Sep 29 87		
WS	47	w	f	8	40.50	Sep 5 29	Aug 28 88	4
WS	26	w	m	9	46.50	Sep 22 87		
WS	42	b	m	7	39.50	Sep 22 87		
WS	41	w	m	9	28.50	Sep 30 87	Aug 28 88	3
WS	32	w	f	12	37.50	Sep 22 87		
WS	21	w	m	9	18.00	Nov 3 87	May 88	2
WS	44	b	m	11	34.50	Sep 22 87	Aug 30 88	3
WS	42	b	f	11	21.50	Sep 29 87	May 17 88	1
WS	62	w	m	9	40.50	Sep 29 87		
WS	41	b	m	11	39.50	Sep 22 87		
WS	22	w	m	9	20.50	Sep 29 87	Apr 88	
WS	30	w	m		12.50	Oct 13 87	Jan 31 88	3
WS	51	w	f	5	49.50	Sep 23 87		
WS	58	b	m	6	45.50	Sep 22 87		
WS	46	w	f	12	41.50	Sep 29 87		
WS	26	b	m	11	33.50	Sep 30 87		
WS	62	w	f	8	22.50	Sep 30 87	Apr 17 88	3
WS	34	b	m	11	47.50	Sep 29 87		
WS	55	w	m	7	44.50	Sep 23 87		

File: ARC Data Base Page
Report: DCC DATA REPORT

Plant	Age	Race	Sex	Educ.	Attendan	Date enroll	Date dropped	Reason drop
WS	33	w	f	9	47.50	Sep 29 87		
WS	55	w	m	0	48.50	Sep 29 87		
WS	22	w	M	8	8.00	May 3 88	Jul 88	
WS	51	w	F	10	17.00	Apr 24 88		
WS	52	w	m	2	15.00	May 24 88		
WS	30	w	m	0	19.00	May 17 88		
WS	38	w	m	5	40.50	Sep 30 87		
WS	19	w	m	10	11.50	Sep 22 87	Jan 88	2
WS	31	w	m	8	48.50	Sep 30 87		
WS	20	w	f	8	36.50	Sep 30 87	Aug 3 88	2
WS	18	w	m	6	47.50	Sep 30 87		
WS	33	w	m	8	38.50	Sep 30 87		
WS	35	w	m	10	48.50	Sep 30 87		
WS	44	w	m	8	14.00	Nov 4 87	Jan 88	2
WS	18	w	m	8	30.50	Sep 22 87	Aug 31 88	3
WS	21	w	m	9	48.50	Sep 30 87		
WS	36	w	m	9	46.50	Sep 29 87		
WS	34	w	m	8	29.50	Sep 23 87	Aug 3 88	3
WS	45	b	f	7	48.50	Sep 22 87		
WS	25	w	f	9	14.50	Sep 23 87	Jan 31 88	3
WS	26	w	m	7	47.50	Sep 29 87		
WS	26	b	m	11	33.50	Sep 29 87		
WS	21	w	m	9	23.50	Sep 22 87	Apr 88	2
WS	33	w	m	9	42.50	Sep 23 87		
WS	28	w	m	8	50.50	Sep 29 87		
WS	23	w	f	12	40.50	Sep 30 87		
WS	27	w	f	12	20.50	Sep 29 87	Mar 88	2
WS	20	w	m	12	33.50	Sep 22 87	Jul 88	2
WS	18	w	m	8	4.00	Apr 88	May 88	3
WS	29	w	m	10	6.00	Apr 20 88	May 88	2
WS	21	w	m	7	7.00	May 3 88	Aug 3 88	2
WS	42	b	f	12	2.50	Sep 22 88	Nov 87	1
WS	40	w	m	12	18.00	Mar 9 88		
WS	27	w	m	12	11.00	Mar 16 88		
WS	23	w	m	8	43.00	Sep 30 88		
WS	46	b	m	9	37.00	Sep 2 88		
WS	45	w	m	6	32.00	Sep 22 87		
WS	29	w	m	11	3.00	Sep 13 88		
WS	65	w	m	4	3.00	Sep 14 88		
WS	38	w	m	8	2.00	Sep 14 88		
WS	32	w	m	8	2.00	Sep 14 88		
WS	24	w	f	10	8.00	Jun 21 88		
					1855.50			
Occ 1	23	w	f	7	46.00	Oct 1 87		
Occ 1	26	w	m	9	30.00	Sep 24 87		
Occ 1	23	w	f	8	23.00	Sep 24 87	May 88	2

File: ARC Data Base Page
Report: DCC DATA REPORT

Plant	Age	Race	Sex	Educ.	Attendan	Date enroll	Date dropped	Reason drop
Occ 1	42	b	m	9	18.00	Sep 24 87	Feb 88	2
Occ 1	31	w	m	7	39.00	Sep 24 87	Aug 88	3
Occ 1	54	b	f	9	30.00	Sep 24 87	Aug 88	2
Occ 1	37	w	m	8	47.00	Sep 24 87		
Occ 1	40	w	m	6	41.00	Oct 1 87		
Occ 1	20	w	m	10	32.00	Sep 24 87	May 88	2
Occ 1	33	w	f	9	11.00	Sep 24 87	Dec 18 87	3
Occ 1	50	w	m	7	17.00	Oct 1 87	Mar 88	3
Occ 1	44	w	m	6	49.00	Sep 24 87		
Occ 1	24	w	f	9	18.00	Oct 1 87	Mar 88	3
Occ 1	49	b	m	9	43.00	Oct 1 87		
Occ 1	49	w	f	2	42.00	Sep 24 87		
Occ 1	55	w	m	2	44.00	Sep 24 87		
Occ 1	38	w	m	7	44.00	Sep 24 87		
Occ 1	36	w	m	3	48.00	Sep 24 87		
Occ 1	28	w	f	11	25.00	Sep 30 87	May 88	2
Occ 1	24	w	m	10	31.00	Oct 27 87	Jul 88	aftn class
Occ 1	26	w	m	8	29.00	Sep 29 87	Jul 88	aftn cls cl
Occ 1	24	w	m	9	17.00	Sep 29 87	Mar 88	2
Occ 1	55	w	m	3	26.00	Mar 31 88		
Occ 1	37	w	m	10	27.00	Mar 31 88		
Occ 1	44	w	m	8	2.00	Sep 24 87	Oct 29 87	3
Occ 1	20	w	m	11	1.00	Mar 24 88	May 28 88	3
Occ 1	46	w	f	12	9.00	Sep 24 87	Nov 12 87	1
Occ 1	31	w	m	12	7.00	Sep 24 87	Nov 12 87	3
Occ 1	41	b	f	10	3.00	Sep 24 87	Oct 29 87	1
Occ 1	23	m	w	7	4.00	Sep 8 88		
Occ 1	28	w	f	8	6.00	Aug 25 88		
					809.00			
					5948.00*			

Reasons for Leaving Class

1. Met goal
2. Separated from plant
3. No longer interested
4. Illness

File: ARC Data Base
Report: DCC DATA SUMMARY
Selection: ABLE Pretest is not blank
and Post test is not blank

Plant	Age	Race	Sex	Educ	ABLE	Post	GAINS	Attend	Date enroll	Date drop
Chr 6	53	w	f	10	6.0	9.0	3.0	38.5	Sep 23 87	
Chr 6	42	w	f	12	6.0	9.0	3.0	49.5	Sep 23 87	
Chr 6	21	w	f	8	4.0	6.4	2.4	40.5	Sep 23 87	Jul 20 88
Chr 6	23	w	f	11	3.5	3.7	.2	46.5	Sep 23 87	
Chr 6	22	w	m	9	1.0	2.8	1.8	45.5	Sep 23 87	
Chr 6	26	w	f	9	5.0	8.0	3.0	44.5	Sep 23 87	
Chr 6	37	w	m	8	5.5	8.7	3.2	44.5	Sep 23 87	
Chr 6	35	w	f	8	6.0	9.0	3.0	50.5	Sep 23 87	
Chr 6	58	w	f	7	6.0	9.0	3.0	50.5	Sep 23 87	
Chr 6	44	w	m	9	4.5	7.5	3.0	28.0	Feb 3 88	
Chr 6	29	w	M	9	9.0	9.0		17.0	Jun 1 88	
					56.5	82.1	25.6	455.5		
Chr 1	30	w	m	10	2.8	4.5	1.7	41.5	Sep 24 87	
Chr 1	53	w	m	2		2.0	2.0	37.5	Sep 24 87	
Chr 1	48	w	f	12	5.0	9.0	4.0	45.5	Sep 24 87	
Chr 1	42	w	m	4		6.9	6.9	45.5	Sep 24 87	
Chr 1	28	w	m	8	4.8	6.0	1.2	36.0	Sep 24 87	
Chr 1	28	w	f	8	4.1	5.2	1.1	43.5	Sep 24 87	
Chr 1	27	w	f	9	6.6	7.8	1.2	32.5	Sep 24 87	
Chr 1	47	w	m	9	9.0	9.0		18.0	May 5 88	
Chr 1	42	w	f	12	5.2	6.0	.8	20.0	Mar 3 88	
Chr 1	26	w	m	12	4.1	4.3	.2	16.0	Mar 10 88	
					41.6	60.7	19.1	336.0		
LFC	43	w	m	7	3.9	5.2	1.3	50.0	Sep 22 87	
LFC	55	w	m	8	2.0	2.2	.2	51.0	Sep 22 87	
LFC	52	w	m	1		1.0	1.0	45.0	Sep 22 87	
LFC	53	w	m	3	3.3	4.8	1.5	49.0	Sep 22 87	
LFC	29	w	m	9	6.0	8.4	2.4	51.0	Sep 22 87	
LFC	45	w	m	5	1.0	3.7	2.7	50.0	Sep 22 87	
LFC	22	w	m	9	6.0	6.8	.8	50.0	Sep 22 87	
LFC	53	w	m	7		1.4	1.4	50.0	Sep 22 87	
LFC	35	w	m	12	2.1	2.1		51.0	Sep 22 87	
LFC	28	w	f	12	6.0	7.8	1.8	45.0	Sep 22 87	
LFC	28	b	f	12	7.5	8.6	1.1	50.0	Sep 22 87	
LFC	40	b	f	10		1.6	1.6	31.0	Jan 26 88	
LFC	26	w	m	8		2.5	2.5	32.0	Jan 26 88	
					37.8	56.1	18.3	605.0		
Chr 3	22	w	m	10	6.0	8.4	2.4	32.0	Nov 25 87	
Chr 3	19	w	m	9	.5	1.2	.7	42.5	Sep 22 87	
Chr 3	35	b	f	11	2.0	3.0	1.0	30.5	Sep 22 87	
Chr 3	34	w	m	10	1.0	1.0		34.5	Sep 22 87	
Chr 3	54	w	f	9	9.0	9.0		40.0	Dec 2 87	
Chr 3	48	w	m	3	6.0	9.0	3.0	8.5	Sep 22 87	Jan 6 88
Chr 3	57	w	m	2	6.0	7.5	1.5	41.5	Sep 22 87	Aug 31 88
Chr 3	21	w	m	12	9.0	9.0		35.0	Dec 2 87	
Chr 3	21	w	m	12	3.6	5.2	1.6	7.5	Sep 22 87	Nov 30 87
Chr 3	42	w	f	8	9.0	9.0		26.0	Mar 23 88	
					52.1	62.3	10.2	298.0		
[illegible]	40	w	m	6	1.0	1.0		32.5	Sep 22 87	
[illegible]	38	w	m	8	4.0	5.0	1.0	39.5	Sep 22 87	

File: ARC Data Base Page
Report: DCC DATA SUMMARY
Selection: ABLE Pretest is not blank
and Post test is not blank

Plant	Age	Race	Sex	Educ	ABLE	Post	GAINS	Attend	Date enroll	Date drc
NV	22	w	m	11	2.5	2.7	.2	36.5	Sep 22 87	
NV	33	w	m	8				37.5	Sep 22 87	
NV	43	b	f	12	6.0	7.5	1.5	38.5	Sep 22 87	
NV	53	w	m	7	1.0	2.2	1.2	37.5	Sep 22 87	
NV	41	w	m	8	3.0	4.0	1.0	32.5	Sep 22 87	
NV	50	w	m	6		1.0	1.0	38.5	Sep 22 87	
					17.5	23.4	5.9	293.0		
Harper	23	w	f	9	5.2	6.0	.8	39.0	Sep 24 87	
Harper	22	w	f	9		2.4	2.4	49.0	Sep 27 87	
Harper	68	w	m	4				40.0	Oct 1 87	
Harper	29	w	f	12	6.9	9.0	2.1	46.0	Oct 8 87	
Harper	26	w	m	9	1.0	1.1	.1	45.0	Sep 24 87	
Harper	32	w	m	9				48.0	Sep 24 87	
Harper	37	w	m	8				51.0	Sep 24 87	
Harper	22	w	m	5	4.0	6.0	2.0	51.0	Sep 24 87	
Harper	25	w	m	12	2.7	3.9	1.2	47.0	Sep 24 87	
Harper	33	w	m	7				46.0	Sep 24 87	
Harper	25	w	m	12	1.0	4.8	3.8	47.0	Sep 24 87	
Harper	47	w	m	3				21.0	Sep 24 87	Feb 88
Harper	20	w	m	10	4.8	6.0	1.2	39.0	Nov 11 87	
Harper	32	h	m	esl	3.0	4.7	1.7	24.0	Apr 6 88	
Harper	28	w	m	12	5.2	5.7	.5	49.0	Sep 24 87	
					33.8	49.6	15.8	642.0		
WS	25	w	f	12	5.2	9.0	3.8	40.5	Sep 29 87	
WS	47	w	f	8	8.7	9.0	.3	40.5	Sep 5 29	Aug 28 8
WS	26	w	m	9		1.2	1.2	46.5	Sep 22 87	
WS	42	b	m	7	2.2	4.8	2.6	39.5	Sep 22 87	
WS	32	w	f	12	4.7	9.0	4.3	37.5	Sep 22 87	
WS	62	w	m	9	9.0	9.0		40.5	Sep 29 87	
WS	41	b	m	11	4.9	6.0	1.1	39.5	Sep 22 87	
WS	51	w	f	5	4.0	4.5	.5	49.5	Sep 23 87	
WS	58	b	m	6	4.0	6.0	2.0	45.5	Sep 22 87	
WS	46	w	f	12	5.2	9.0	3.8	41.5	Sep 29 87	
WS	26	b	m	11	8.7	9.0	.3	33.5	Sep 30 87	
WS	34	b	m	11	6.1	6.4	.3	47.5	Sep 29 87	
WS	55	w	m	7	8.0	8.4	.4	44.5	Sep 23 87	
WS	33	w	f	9	6.0	6.0		47.5	Sep 29 87	
WS	22	w	M	8	4.5	6.0	1.5	8.0	May 3 88	Jul 88
WS	51	w	F	10	9.0	9.0		17.0	Apr 24 88	
WS	31	w	m	8	5.2	6.0	.8	48.5	Sep 30 87	
WS	18	w	m	6	3.4	7.2	3.8	47.5	Sep 30 87	
WS	33	w	m	8	6.0	9.0	3.0	38.5	Sep 30 87	
WS	35	w	m	10	2.4	4.0	1.6	48.5	Sep 30 87	
WS	44	w	m	8	6.0	8.0	2.0	14.0	Nov 4 87	Jan 88
WS	18	w	m	8	7.2	7.5	.3	30.5	Sep 22 87	Aug 31 88
WS	21	w	m	9	2.8	5.2	2.4	48.5	Sep 30 87	
WS	36	w	m	9	2.4	2.5	.1	46.5	Sep 29 87	
WS	45	b	f	7	1.8	2.9	1.1	48.5	Sep 22 87	
WS	26	w	m	7		2.7	2.7	47.5	Sep 29 87	
WS	33	w	m	9	5.8	9.0	3.2	42.5	Sep 23 87	
WS	28	w	m	8	2.5	2.8	.3	50.5	Sep 29 87	
WS	23	w	f	12	9.0	9.0		40.5	Sep 30 87	

File: ARC Data Base Page
Report: DCC DATA SUMMARY
Selection: ABLE Pretest is not blank
and Post test is not blank

Plant	Age	Race	Sex	Educ	ABLE	Post	GAINS	Attend	Date enroll	Date drop
WS	40	w	m	12	9.0	9.0		18.0	Mar 9 88	
WS	27	w	m	12	3.9	4.8	.9	11.0	Mar 16 88	
WS	23	w	m	8		1.6	1.6	43.0	Sep 30 88	
WS	46	b	m	9		.8	.8	37.0	Sep 2 88	
WS	45	w	m	6	4.0	6.6	2.6	32.0	Sep 22 87	
					161.6	210.9	49.3	1312.0		
Occ 1	23	w	f	7	3.0	3.9	.9	46.0	Oct 1 87	
Occ 1	26	w	m	9	4.8	6.0	1.2	30.0	Sep 24 87	
Occ 1	37	w	m	8	1.0	1.4	.4	47.0	Sep 24 87	
Occ 1	40	w	m	6	3.3	3.7	.4	41.0	Oct 1 87	
Occ 1	44	w	m	6				49.0	Sep 24 87	
Occ 1	49	b	m	9	7.5	7.5		43.0	Oct 1 87	
Occ 1	49	w	f	2	4.2	4.2		42.0	Sep 24 87	
Occ 1	55	w	m	2		1.1	1.1	44.0	Sep 24 87	
Occ 1	38	w	m	7	2.0	2.9	.9	44.0	Sep 24 87	
Occ 1	36	w	m	3	4.5	6.1	1.6	48.0	Sep 24 87	
Occ 1	55	w	m	3	6.0	8.0	2.0	26.0	Mar 31 88	
Occ 1	37	w	m	10	6.0	8.7	2.7	27.0	Mar 31 88	
Occ 1	41	b	f	10	4.5	8.0	3.5	3.0	Sep 24 87	Oct 29 87
					46.8	61.5	14.7	490.0		
					447.7*	606.6*	158.9*	4431.5*		

File: ARC Data Base
Report: DCC Slosson Summary
Selection: #2 is not blank
and #3 is blank
and #4 is blank

Plant	Age	Race	Sex	Educ	Slosson	#2	GAINS	Attend	Date enrol	Date drop
Chr 6	23	w	f	12	4.8	5.8	1.0	20.5	Sep 23 87	Mar 88
Chr 6	20	w	m	9	8.0	9.0	1.0	11.5	Sep 30 87	Jan 31
Chr 6	29	w	m	9	2.3	2.8	.5	24.0	Jan 6 88	Jul 20 88
					15.1	17.6	2.5	56.0		
Chr 1	24	w	m	12	1.7	2.3	.6	13.0	Sep 24 87	Jan 31 88
Chr 1	30	w	m	9	3.4	3.8	.4	15.5	Sep 24 87	Feb 25 88
Chr 1	30	w	m	0	.2	.5	.3	18.5	Sep 24 87	Apr 88
Chr 1	31	w	f	9		2.7	2.7	18.5	Sep 24 87	Apr 88
Chr 1	23	w	m	8	1.4	1.6	.2	14.5	Sep 24 87	Jan 31 88
Chr 1	53	w	m	0	.2	.3	.1	13.5	Sep 24 87	Feb 88
Chr 1	50	w	f	7	3.6	4.6	1.0	20.5	Sep 24 87	May 88
Chr 1	22	w	f	8	9.6	9.8	.2	12.5	Sep 24 87	Feb 29 88
Chr 1	47	w	m	9	7.7	8.9	1.2	18.0	May 5 83	
Chr 1	38	w	f	12		9.4	9.4	14.0	Jun 25 88	
					27.8	43.9	16.1	158.5		
LFC	39	w	m	0				50.0	Sep 22 87	
								50.0		
Chr 3	37	w	f	9	8.8	9.2	.4	12.0	Dec 2 87	Mar 30 88
Chr 3	18	w	m	8	7.8	8.9	1.1	9.0	Aug 13 88	Sep 7 88
Chr 3	19	w	m	9	8.0	8.8	.8	12.0	Jun 21 88	
					24.6	26.9	2.3	33.0		
Harper	47	w	m	3				21.0	Sep 24 87	Feb 88
Harper	47	w	m	7	7.8	8.3	.5	27.0	Oct 1 87	Aug 24 88
					7.8	8.3	.5	48.0		
WS	41	w	m	9	3.4	3.3	-.1	28.5	Sep 30 87	Aug 28 88
WS	21	w	m	9	2.8	2.9	.1	18.0	Nov 3 87	May 88
WS	42	b	f	11	8.7	8.6	-.1	21.5	Sep 29 87	May 17 88
WS	22	w	m	9	2.3	2.2	-.1	20.5	Sep 29 87	Apr 88
WS	62	w	f	8	8.1	8.7	.6	22.5	Sep 30 87	Apr 17 88
WS	51	w	F	10	7.1	9.0	1.9	17.0	Apr 24 88	
WS	21	w	m	9	4.3	2.8	-1.5	23.5	Sep 22 87	Apr 88
WS	27	w	f	12	9.4	9.8	.4	20.5	Sep 29 87	Mar 88
WS	40	w	m	12	9.4	9.4		18.0	Mar 9 88	
					55.5	56.7	1.2	190.0		
Occ 1	23	w	f	8	3.4	4.2	.8	23.0	Sep 24 87	May 88
Occ 1	42	b	m	9	.5	.8	.3	18.0	Sep 24 87	Feb 88
Occ 1	20	w	m	10	3.8	4.4	.6	32.0	Sep 24 87	May 88
Occ 1	50	w	m	7		.1	.1	17.0	Oct 1 87	Mar 88
Occ 1	24	w	f	9	6.0	6.6	.6	18.0	Oct 1 87	Mar 88
					13.7	16.1	2.4	108.0		
					144.5*	169.5*	25.0*	643.5*		

File: ARC Data Base Page
Report: DCC Slosson Summary
Selection: #2 is not blank
and #3 is not blank
and #4 is blank

Plant	Age	Race	Sex	Educ	Slosson	#3	GAINS	Attend	Date enrol	Date dro
Chr 6	21	w	f	8	6.0	7.1	1.1	40.5	Sep 23 87	Jul 20 8
					6.0	7.1	1.1	40.5		
Chr 1	32	b	m	12	3.2	4.2	1.0	16.5	Sep 24 87	Feb 28 8
Chr 1	40	w	m	9	1.7	2.5	.8	26.5	Sep 24 87	May 88
Chr 1	42	w	f	12	7.2	8.4	1.2	20.0	Mar 3 88	
Chr 1	26	w	m	12	2.9	4.0	1.1	16.0	Mar 10 88	
					15.0	19.1	4.1	79.0		
LFC	40	b	f	10	2.5	2.8	.3	31.0	Jan 26 88	
LFC	26	w	m	8	1.9	2.7	.8	32.0	Jan 26 88	
					4.4	5.5	1.1	63.0		
Chr 3	21	w	m	12	7.4	8.8	1.4	37.5	Sep 22 87	Aug 88
Chr 3	37	b	f	12	6.9	8.5	1.6	23.0	Oct 6 87	Aug 88
					14.3	17.3	3.0	60.5		
WS	58	b	m	6	4.6	5.2	.6	45.5	Sep 22 87	
WS	26	b	m	11	5.8	9.9	4.1	33.5	Sep 30 87	
WS	33	w	f	9	5.7	5.7		47.5	Sep 29 87	
WS	22	w	M	8	3.1	4.0	.9	8.0	May 3 88	Jul 88
WS	38	w	m	5	3.6	4.5	.9	40.5	Sep 30 87	
WS	20	w	f	8	6.5	8.6	2.1	36.5	Sep 30 87	Aug 3 8
WS	34	w	m	8	5.0	6.5	1.5	29.5	Sep 23 87	Aug 3 8
WS	20	w	m	12	4.7	6.2	1.5	33.5	Sep 22 87	Jul 88
WS	27	w	m	12	2.9	3.2	.3	11.0	Mar 16 88	
					41.9	53.8	11.9	285.5		
Occ 1	24	w	m	10	4.2	4.5	.3	31.0	Oct 27 87	Jul 88
Occ 1	26	w	m	8	3.2	4.1	.9	29.0	Sep 29 87	Jul 88
Occ 1	55	w	m	3	5.9	7.0	1.1	26.0	Mar 31 88	
Occ 1	37	w	m	10	6.7	8.5	1.8	27.0	Mar 31 88	
					20.0	24.1	4.1	113.0		
					101.6*	126.9*	25.3*	641.5*		

File: ARC Data Base
Report: DCC Slosson Summary
Selection: #2 is not blank
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Plant	Age	Race	Sex	Educ	Slosson	#4	GAINS	Attend	Date enrol	Date drop
Chr 6	53	w	f	10	7.4	9.3	1.9	38.5	Sep 23 87	
Chr 6	42	w	f	12	6.5	9.2	2.7	49.5	Sep 23 87	
Chr 6	23	w	f	11	3.7	4.8	1.1	46.5	Sep 23 87	
Chr 6	22	w	m	9	2.1	3.0	.9	45.5	Sep 23 87	
Chr 6	26	w	f	9	4.6	5.9	1.3	44.5	Sep 23 87	
Chr 6	37	w	m	8	8.4	9.8	1.4	44.5	Sep 23 87	
Chr 6	35	w	f	8	6.1	9.4	3.3	50.5	Sep 23 87	
Chr 6	58	w	f	7	7.8	9.5	1.7	50.5	Sep 23 87	
					46.6	60.9	14.3	370.0		
Chr 1	30	w	m	10	2.3	3.5	1.2	41.5	Sep 24 87	
Chr 1	53	w	m	2	1.4	3.0	1.6	37.5	Sep 24 87	
Chr 1	48	w	f	12	8.4	9.3	.9	45.5	Sep 24 87	
Chr 1	60	w	m	5	.1	.2	.1	41.5	Sep 24 87	
Chr 1	42	w	m	4	4.1	9.0	4.9	45.5	Sep 24 87	
Chr 1	28	w	m	8	2.9	4.5	1.6	36.0	Sep 24 87	
Chr 1	28	w	f	8	2.6	4.8	2.2	43.5	Sep 24 87	
Chr 1	27	w	f	9	7.3	9.5	2.2	32.5	Sep 24 87	
					29.0	43.8	14.7	323.5		
LFC	43	w	m	7	3.1	4.3	1.2	50.0	Sep 22 87	
LFC	55	w	m	8	2.7	3.2	.5	51.0	Sep 22 87	
LFC	52	w	m	1	1.4	2.0	.6	45.0	Sep 22 87	
LFC	53	w	m	3	4.7	5.5	.8	49.0	Sep 22 87	
LFC	29	w	m	9	6.1	6.6	.5	51.0	Sep 22 87	
LFC	45	w	m	5	2.2	3.2	1.0	50.0	Sep 22 87	
LFC	22	w	m	9	3.4	4.5	1.1	50.0	Sep 22 87	
LFC	53	w	m	7	1.3	2.3	1.0	50.0	Sep 22 87	
LFC	35	w	m	12	2.3	2.6	.3	51.0	Sep 22 87	
LFC	28	w	f	12	4.8	6.0	1.2	45.0	Sep 22 87	
LFC	28	b	f	12	8.2	9.2	1.0	50.0	Sep 22 87	
					40.2	49.4	9.2	542.0		
Chr 3	25	m	m	8	.0	.5	.5	47.5	Sep 22 87	
Chr 3	22	w	m	10	6.0	8.1	2.1	32.0	Nov 25 87	
Chr 3	19	w	m	9	.5	2.1	1.6	42.5	Sep 22 87	
Chr 3	35	b	f	11	2.3	2.9	.6	30.5	Sep 22 87	
Chr 3	34	w	m	10	.4	1.2	.8	34.5	Sep 22 87	
Chr 3	54	w	f	9	7.9	9.9	2.0	40.0	Dec 2 87	
Chr 3	57	w	m	2	5.9	8.5	2.6	41.5	Sep 22 87	Aug 31
Chr 3	21	w	m	12	7.8	9.3	1.5	35.0	Dec 2 87	
Chr 3	42	w	f	8	8.6	9.6	1.0	26.0	Mar 23 88	
					39.4	52.1	12.7	329.5		
NV	40	w	m	6	.2	.8	.6	32.5	Sep 22 87	
NV	44	w	f	8	3.0	4.3	1.3	47.0	Sep 22 87	
NV	38	w	m	8	4.3	5.9	1.6	39.5	Sep 22 87	
NV	22	w	m	11	1.9	3.4	1.5	36.5	Sep 22 87	
NV	33	w	m	8	.1	.9	.8	37.5	Sep 22 87	
NV	43	b	f	12	6.1	7.8	1.7	38.5	Sep 22 87	

Report: DCC Slosson Summary
Selection: #2 is not blank
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and #4 is not blank

Plant	Age	Race	Sex	Educ	Slosson	#4	GAINS	Attend	Date enrol	Date drop
NV	53	w	m	7	1.9	2.7	.8	37.5	Sep 22 87	
NV	41	w	m	8	3.0	4.0	1.0	32.5	Sep 22 87	
NV	50	w	m	6	1.0	1.8	.8	38.5	Sep 22 87	
					21.5	31.6	10.1	340.0		
Harper	23	w	f	9	3.8	4.3	.5	39.0	Sep 24 87	
Harper	22	w	f	9	1.7	3.1	1.4	49.0	Sep 27 87	
Harper	68	w	m	4	.3	.7	.4	40.0	Oct 1 87	
Harper	29	w	f	12	9.2	10.0	.8	46.0	Oct 8 87	
Harper	26	w	m	9	1.2	2.0	.8	45.0	Sep 24 87	
Harper	32	w	m	9				48.0	Sep 24 87	
Harper	37	w	m	8		.3	.3	51.0	Sep 24 87	
Harper	22	w	m	5	2.7	5.9	3.2	51.0	Sep 24 87	
Harper	25	w	m	12	2.3	3.4	1.1	47.0	Sep 24 87	
Harper	33	w	m	7	.4	.8	.4	46.0	Sep 24 87	
Harper	25	w	m	12	2.1	3.4	1.3	47.0	Sep 24 87	
Harper	20	w	m	10	3.2	4.8	1.6	39.0	Nov 11 87	
Harper	28	w	m	12	3.9	4.8	.9	49.0	Sep 24 87	
					30.8	43.5	12.7	597.0		
WS	25	w	f	12	9.8	10.0	.2	40.5	Sep 29 87	
WS	47	w	f	8	7.6	9.6	2.0	40.5	Sep 5 29	Aug 28 88
WS	26	w	m	9	.9	2.5	1.6	46.5	Sep 22 87	
WS	42	b	m	7	3.4	4.7	1.3	39.5	Sep 22 87	
WS	44	b	m	11	4.9	6.7	1.8	34.5	Sep 22 87	Aug 30 88
WS	62	w	m	9	8.5	8.8	.3	40.5	Sep 29 87	
WS	41	b	m	11	2.9	3.4	.5	39.5	Sep 22 87	
WS	51	w	f	5	3.6	3.4	-.2	49.5	Sep 23 87	
WS	46	w	f	12	7.4	7.6	.2	41.5	Sep 29 87	
WS	34	b	m	11	8.6	9.6	1.0	47.5	Sep 29 87	
WS	55	w	m	7	6.9	7.7	.8	44.5	Sep 23 87	
WS	31	w	m	8	4.9	5.6	.7	48.5	Sep 30 87	
WS	18	w	m	6	5.3	8.1	2.8	47.5	Sep 30 87	
WS	33	w	m	8	7.3	8.3	1.0	38.5	Sep 30 87	
WS	35	w	m	10	2.6	2.9	.3	48.5	Sep 30 87	
WS	18	w	m	8	7.3	7.9	.6	30.5	Sep 22 87	Aug 31 88
WS	21	w	m	9	3.3	4.0	.7	48.5	Sep 30 87	
WS	36	w	m	9	2.8	3.3	.5	46.5	Sep 29 87	
WS	45	b	f	7	1.6	2.7	1.1	48.5	Sep 22 87	
WS	26	w	m	7	1.7	4.4	2.7	47.5	Sep 29 87	
WS	26	b	m	11	.5	.7	.2	33.5	Sep 29 87	
WS	33	w	m	9	3.4	4.5	1.1	42.5	Sep 23 87	
WS	28	w	m	8	2.1	2.8	.7	50.5	Sep 29 87	
WS	23	w	f	12	9.3	9.9	.6	40.5	Sep 30 87	
WS	23	w	m	8	1.0	2.3	1.3	43.0	Sep 30 88	
WS	46	b	m	9	1.5	1.5		37.0	Sep 2 88	
WS	45	w	m	6	3.6	6.5	2.9	32.0	Sep 22 87	
					122.7	149.4	26.7	1148.0		
Occ 1	23	w	f	7	3.8	5.7	1.9	46.0	Oct 1 87	

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Report: DCC Slosson Summary

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and #4 is not blank

Plant	Age	Race	Sex	Educ	Slosson	#4	GAINS	Attend	Date enrol	Date drop
Occ 1	26	w	m	9	4.2	5.2	1.0	30.0	Sep 24 87	
Occ 1	31	w	m	7	3.7	5.6	1.9	39.0	Sep 24 87	Aug 88
Occ 1	54	b	f	9	7.8	8.5	.7	30.0	Sep 24 87	Aug 88
Occ 1	37	w	m	8	.4	1.1	.7	47.0	Sep 24 87	
Occ 1	40	w	m	6	2.7	4.3	1.6	41.0	Oct 1 87	
Occ 1	44	w	m	6	.7	1.6	.9	49.0	Sep 24 87	
Occ 1	49	b	m	9	7.2	9.5	2.3	43.0	Oct 1 87	
Occ 1	49	w	f	2	3.9	4.7	.8	42.0	Sep 24 87	
Occ 1	55	w	m	2	.3	1.1	.8	44.0	Sep 24 87	
Occ 1	38	w	m	7	1.6	3.5	1.9	44.0	Sep 24 87	
Occ 1	36	w	m	3	4.1	5.3	1.2	48.0	Sep 24 87	
					40.4	56.1	15.7	503.0		
					370.7*	486.8*	116.1*	4153.0*		

BROYHILL FURNITURE INDUSTRIES, INC.

Reading Improvement Program
Evaluation

Name:_____

Title:_____

Location:_____

Our first year with the Reading Improvement Program is nearly at an end. In order to help us properly evaluate the success of our program and to help us in making plans for the future, we ask that you fill out this evaluation. Please feel free to make any comments or offer any suggestions for improvement. Thank you for your help.

Please check the appropriate response and/or comment in the space provided:

1. Do you believe the Reading Improvement Program has been beneficial to Broyhill employees? ___Yes ___No
   Please explain:_____

   _____

   _____

2. In your opinion, how has the program been received by Broyhill employees?_____

   _____

   _____

3. Do you feel Broyhill middle managers (department managers, foremen) are supportive of the Reading Improvement Program?
   ___Yes ___No Please explain:_____

   _____

   _____

4. How do you believe Broyhill employees have most benefited from the Reading Improvement Program?_____

   _____

   _____

5. How do you believe Broyhill as a company has most benefited from the Reading Improvement Program?_____

_____

_____

_____

6. Would you recommend continuing the Reading Improvement Program? ___Yes ___No
Please explain:_____

_____

_____

_____

7. Do you have any other comments or suggestions for improvement?

_____

_____

_____

Thank you for your time!

Name_____

Date_____

BROYHILL FURNITURE INDUSTRIES, INC.

Reading Improvement Program
Supervisor Evaluation

Plant_____
Student_____
Department_____
Supervisor_____

Our first year with the Reading Improvement Program is nearly at an end. In order to help us properly evaluate the success of our program, we ask that you fill out this evaluation on the above mentioned student. Please be honest, and add any comments or suggestions for improvement. Thank you for your help.

Please check the appropriate response and/or comment in the space provided:

1. Has the employee's production improved since joining the Reading Improvement Program? ___Yes ___No ___No Change

2. Has the quality of the employee's work improved since joining the Reading Improvement Program?
___Yes ___No ___No Change

3. Has the employee's attendance improved since joining the Reading Improvement Program?
___Yes ___No ___No Change

4. Have the employee's safety habits improved since joining the reading Improvement Program?
___Yes ___No ___No Change

5. Has the employee's overall attitude improved since joining the Reading Improvement Program?
___Yes ___No ___No Change

6. Does the employee enjoy attending the classes?
__Yes ___No ___Don't Know

7. Have the classes helped your employee in any specific ways? ___Yes ___No Explain:_____

_____

_____

8. Are you aware of any positive effects the program has had on your employee's after-work activities and interests?
___Yes ___No Explain:_____

_____

_____

9. In your opinion, what is the best thing about the Reading Improvement Program?_____

_____

_____

10. Would you encourage other employees in your department to join the Reading Improvement Program? ___Yes ___No
If no, why not?_____

_____

_____

11. Please make any comments or offer any suggestions for improvement:_____

_____

_____

_____

_____

_____

Thank you for filling out this evaluation!

Supervisor_____
(sign)

Date_____

Broyhill Furniture Industries, Inc.

Broyhill Park, Lenoir, North Carolina 28633 (704) 758-3212

C. E. GUNTER
President, Chief Executive Officer

November 8, 1988

Ms. Martha Hollar
Director, Adult Basic Education
CALDWELL COMMUNITY COLLEGE
P. O. Box 600
Lenoir, North Carolina 28645

Dear Ms. Hollar:

During this past year, Broyhill Furniture Industries, Inc., and Caldwell Community College and Technical Institute have been involved in a joint project designed to improve reading levels. This has involved over 160 Broyhill employees. After completing more than 40 hours of instruction, the evaluation results show marked improvement in the reading scores of those involved.

The program has received strong support from Broyhill personnel at all levels. When the program was first announced last November, over 400 employees volunteered to be tested and admitted into the program which is a strong indication of employee support. It should be noted the employee drop-out rate in the program has been very low which also shows good employee commitment.

Over the past several years Broyhill has made changes in its manufacturing processes, adding many new sophisticated machines. Our company will need a highly skilled work force to be able to continue this upgrading. We believe the reading improvement program will help provide us with that skilled work force.

After completing one year with the program, Broyhill fully supports the program and has decided to expand the project. Currently two additional community colleges are working with Broyhill to make the program available to personnel at two additional plants.

The Reading Improvement Program is a real benefit to Broyhill and Broyhill employees illustrating the type of college/business relationship that can be very beneficial. Our experience has been very positive and will hopefully be one of many other joint programs between Broyhill and CCC&TI.

Sincerely,

C. E. Gunter

C. E. Gunter

CEG/wh

SUMMATIVE EVALUATION REPORT

"Workplace Literacy Project"

A cooperative project between Caldwell Community College and Technical Institute and Broyhill Furniture Industry, Inc.

Funded by: Appalachian Regional Commission and North Carolina Department of Community Colleges - Adult Basic Education Special Project Funds

MODEL COOPERATIVE INDUSTRIAL LITERACY PROJECT

BACKGROUND INFORMATION

The illiteracy rate in the Appalachian region is extremely high. Literacy is becoming increasingly important to employability in this region as new, more highly skilled industries move in, and as traditional industries upgrade their equipment with machines requiring higher skills.

Recognizing the need to be able to train or retrain its workforce as new technology is integrated in its existing plants, Broyhill Industries, in cooperation with Caldwell Community College and Technical Institute, initiated a program to upgrade the basic reading skills of its employees.

After agreement by both parties concerning the importance of this project and the need to use technology to assist with instruction, the college began looking for a funding source to equip with computers the reading labs established at Broyhill plants. Because of the significance of this project to the region, the Appalachian Regional Commission funded a workplace literacy project to develop a model for literacy providers and industry. The North Carolina Department of Community Colleges funded from Adult Basic Education Special Project funds an evaluation and dissemination companion component to the ARC grant.

The implementation procedures used for this project were overwhelmingly successful. Despite the funding delays and problems inherent with pioneering projects, the project reached all objectives. This summative evaluation encompasses effectiveness of implementation procedures, student learning outcomes, and anticipated transferability of the implementation model.

IMPLEMENTATION

Evaluation of implementation procedures revealed the following factors which most positively or negatively influenced carrying out project objectives:

POSITIVE FACTORS

I. Detailed prefunding planning by college literacy staff and industrial training personnel
   1. Clear project objectives identified
   2. Expectations/responsibilities of all parties (literacy provider, industry, students) spelled out
   3. Anticipated funding needed to implement project

II. Instructional Staff
   1. Instructional staff selected who were:
      a. Committed to project objectives
      b. Challenged by nontraditional mode of instructional delivery
      c. Self-directed, caring persons
      d. Cognizant of basic educational learning theories
   2. Instructional staff provided pretraining and staff development activities
      a. 20 hours of pretraining
      b. 18-24 hours in-class training
      c. 12 hours of staff development
   3. Paid planning, counseling, and evaluation time provided
      a. To utilize student class time to a maximum, detailed, individualized lesson plans were completed for each student prior to class
      b. Individual student counseling was held on a rotating basis either prior to or following class
      c. Daily student evaluations were completed prior to planning for next class
      d. Quarterly evaluations were completed prior to student/instructor setting short term goals for next two to three months

III. Flexibility in Implementation of Project Procedures
   1. Changes made as student, instructional staff and/or industrial staff suggestions warranted
   2. Altered proposed timetable when needed

IV. Commitment to Project Goals by Service Provider and Industry
   1. Top management of both organizations understood, were committed to, and instructed respective personnel to do whatever was necessary to reach project goals.
   2. Low student/employee ratio to instructional staff
   3. Matched funding from outside sources

NEGATIVE FACTORS

I. Delay of Funding Notification
   1. Changes in timetable resulted in not having all components in place when classes began
   2. Created stress for literacy and industrial staff by trying to speed up start up activities
   3. Caused frustrations for students because all components were no in place and running smoothly at class start-up
   4. Changes in tabletime resulted in evaluation reports and products being completed after funding year and no project funds to do these

II. Underestimation of Time Needed to Complete Certain Tasks
   1. Underestimation of time needed to develop skills continuum resulted in under funding for completion
   2. Underestimation of time needed to develop mastery tests and the time needed to get these into the management system resulted in not having the components ready at class start up.

III. Outside Interruptions
   1. Requests for information/site visits from many parties created distractions for project staff.

STUDENT OUTCOMES

During and following the project year, students were evaluated in several ways to determine student outcome. Standardized testing (Slosson Oral Reading Tests and Adult Basic Learning Evaluation), mastery tests, word lists, instruction evaluations, student and management surveys were used. Students were given the SORT on a quarterly basis and the ABLE at the beginning and at the end of the project. Test scores were related quarterly and, finally, yearly to student attendance. The final outcome showed an average gain of 1.4 years in an average of 42 hours of class attendance using the SORT. The ABLE post test validated this outcome with an average gain of 1.5 years. Mastery tests and word lists showed that even the few students who were unable to take the SORT or ABLE at the beginning or at the end had significantly improved their word recognition skills.

Instructor, student, and management evaluation surveys were used to capture nonreading outcomes. Overwhelmingly, all these groups agreed that participation in the Reading Improvement Program had produced the following student outcomes:

1. Students were more confident and had improved their self-esteems.
2. Students had increased assertiveness, motivation and ingenuity in the workplace.
3. Students had more positive attitude.

4. Work supervisors reported better attendance, decreased accidents and better job performance for many students.
5. Many students reported that they were able to do many survival tasks for the first time or felt more confident doing them.

ANTICIPATED TRANSFERABILITY OF IMPLEMENTATION MODEL

The project staff feels that this model may be easily replicated. By following the suggestions and recommendations sited in the Handbook which was developed as a result of this project, interested parties could duplicate this project or, by adapting the model to other identified goals and objectives, could establish a successful workplace literacy program. The crucial factor is that of the service provider and the industry deciding together the expected student outcomes and then following the implementation model, adapting, adding, or deleting components as appropriate. This model will work with projects dealing with low level readers learning to decode words or at the other end of the continuum with good decoders who need to develop specialized workplace vocabularies or improved reading comprehension skills.

STATE OF NORTH CAROLINA

Governor's Commission on Literacy

JAMES G. MARTIN
GOVERNOR

William C. Friday
Chairman

Richard H. Hagemeyer
Executive Director

March 10, 1988

Dr. Eric B. McKeithan, President
Caldwell Community College & Technical Institute
P. O. Box 600
Lenoir, NC 28645

Dear Dr. McKeithan:

Congratulations!

The panel of judges has selected the literacy program jointly sponsored by Broyhill Furniture Industries, Inc. and Caldwell Community College & Technical Institute as North Carolina's most outstanding program in the category of Private Sector Employer - Literacy Service Provider.

The award will be presented by Governor Martin at the banquet and GALA event of the Greater Greensboro Open Pro Golf Tournament.

Further information regarding the festivities will be sent by the GGO officials.

Congratulations again for what you are doing for the citizens of North Carolina.

Sincerely,

Richard H. Hagemeyer
Executive Director

RHH/mj

cc: Martha Hollar
Caldwell Community College
& Technical Institute
P. O. Box 600
Lenoir, NC 28645

cc: Ken Graham
Chairman of the Board
The Greensboro Jaycees
P. O. Box 900
Greensboro, NC 27402

Suite 359, James K. Polk Building 500 West Trade Street Charlotte, North Carolina 28202 (704) 342-6231

College gets grant

Caldwell Community College and Technical Institute has received a grant totaling more than $90,000 from the Appalachian Regional Commission.

The news came from a spokesman for the office of Rep. Cass Ballenger.

The grant could be instrumental in establishing the college as a pioneer in literacy programs.

The $90,697 grant, said Ballenger spokesman Max Zeale, will be used to help fund the college's literacy programs, including Adult Basic Education, and also to set up learning centers at some local factories in the area.

Some Broyhill Company factories have been mentioned as possible sites for the learning centers.

The college and local companies involved, Zeale said, agreed to match the grant with local funds.

The learning centers that will be established in factories will be similar to the Adult Basic Education center in Lenoir Mall. They will aid in training employees to operate extremely technical equipment, Zeale said.

Officials from Broyhill Industries could not be reached for comment.

Dr. Eric McKeithan, president of the college, says he has not yet received notification that the grant has been received.

LENOIR NEWS TOPIC

July 1987

7/4/87

Broyhill, college combat illiteracy

7/9/87

By SHIRLEY HUNTER
Staff Writer

Spokesmen for Broyhill Industries and Caldwell Communnity College and Technical Institute confirmed Wednesday the college and the company will be working jointly on a literacy program.

Forty computers, similar to those at Adult Basic Education (ABLE) center in Lenoir Mall, will be placed in eight Broyhill sights in Lenoir.

Special software programs aimed at improving the reading of Broyhill employees will be instituted.

Instructors from CCC&TI will

See LITERACY on page 14A

Literacy

Continued from page one

act as guides for the literacy program.

A $90,000 grant from the Appalachian Regional Commission (ARC) will help fund the program, which is first joint effort between the college and an industry.

If other industries see the program at work at Broyhill, the chances of similar ones being set up at other companies is likely, said Gene Carpenter, dean of Continuing Education at the college.

Bruce Hardy, vice president of operations at Broyhill, says the program should be successful with employees and management at Broyhill.

"We're concerned that we give our employees every opportunity to improve themselves," he said.

Hardy said the program will also help the company by helping employees understand instructions and directions for new and complicated machinery.

"We're competitive and have complicated machinery and we want our employees to understand it with the least amount of confusion."

Carpenter said he hopes more businesses will join in the fight against illiteracy. He said the college is looking to expand the computer program to other industries in the area.

He said he is not sure when the computers will be set up in the Broyhill plants, but the program will start as soon as possible.

Reading, Writing And Furniture Making?

By BEVERLY BROWN
Staff Writer

LENOIR — When co-workers showed Mary a magazine or newspaper article and sought her opinion, she'd mumble an excuse and leave the break room.

When her children asked for help with their math and English homework, she'd make excuses and wash dishes or mop the floor instead.

Not anymore.

For about four years, Mary (not her real name) has taken after-work reading classes twice a week through Caldwell Community College & Technical College (CCC&TI) at Broyhill Furniture Industries Inc., where she works.

A high school dropout now in her early 40s, Mary is reading on the sixth-grade level and is on her way to earning a high school diploma.

Broyhill and CCC&TI officials hope this fall to help even more of the company's furniture workers, people who reached adulthood without acquiring reading skills.

Around September, a new computer-aided Adult Basic Literacy Education (ABLE) reading improvement program is to get under way at eight Broyhill plants in Lenoir.

The company's purpose in establishing this literacy program is twofold. It wants to provide a public service, but also, because of the increasingly sophisticated equipment being used in the furniture industry, sees a need for more employees able to work with new technology that requires better

See BROYHILL Page 7

Charlotte Observer
July 1987

Broyhill Furniture, CCC&TI Cooperate On Literacy Program

7/28

Continued From Page 1

reading skills.

Classes, which will be able to accommodate up to 150 a day, will be held during working hours, and employees will be paid at their regular rate while in class.

Company and college officials believe integrating the class into the workday — a new concept in ABLE programming at Broyhill — will make classes fill up fast.

Financing the 50 computers and eight instructors needed in the program is a $90,697 grant from the Appalachian Regional Commission (ARC) awarded to CCC&TI last week.

The state and the college will provide an additional $67,224 in matching contributions.

And Broyhill will make an in-kind contribution of $85,056 to cover the cost of maintaining the sites, paying company personnel to supervise the program, printing and administering a placement test and paying leave to participants.

The company's existing after-work reading program, offered in a traditional classroom setting, will continue from 3:30 to 5:30 p.m. weekdays.

Enrollment is free for traditional classroom and computer-aided ABLE programs at Broyhill.

The idea of starting the new program at Broyhill stemmed from CCC&TI's successful introduction of computers last year in its six-year-old ABLE program at Lenoir Mall, said Gene Carpenter, dean of continuing education at CCC&TI.

"People are learning faster," he said. "People who are almost non-

Department of Community Colleges.

"You can see why literacy training is a major emphasis in this state," he said. "Areas with underdeveloped people aren't where people want to locate sophisticated industries.

"Everybody's got a vested interest in developing human potential."

"It is truly a cooperative venture between Caldwell Community College and Broyhill Industries," Carpenter said.

"Broyhill is committing a lot of their personnel time to help us do our job. This is a godsend to us."

Carpenter recalled what Mary once said about learning to read. "She said, 'Now I can go to the grocery store and buy something without a picture on it,' " he said. "I got goose bumps on my arms."

instructor. Their reading levels are increasing phenomenally fast."

Carpenter credited Martha Hollar, coordinator of the college's basic skills centers, with providing the impetus last winter to computerize ABLE programs at Broyhill.

"We were in a staff meeting banging around ideas in a lot of areas, and Martha started telling us about the success at Lenoir Mall," he said. "She said, 'Wouldn't it be nice to have computers in all of our classes?' "

Company and college officials spent February and March working on an application for the grant, pooling ideas on how to implement and finance the program outside the grant.

For CCC&TI, the computer-based ABLE program at Broyhill is more artillery to combat illiteracy in Caldwell County.

According to 1980 U.S. Census Bureau statistics, 56% of people ages 25 and older in Caldwell County have received less than a high school education.

That's higher than the state estimate of 45% and the national figure of 33%.

Because most of those people have received little more than an eighth-grade education, they're presumed to have severe difficulties reading, said Cy Lynn, public affairs representative of the N.C.

Wake County Plant Manager, Broyhill Furniture Receive Top Awards From Literacy Commission

By KAREN BARBER
Staff Writer

A Wake County furniture plant manager and Lenoir-based Broyhill Furniture Industries Inc. are among eight N.C. literacy program sponsors who have been named winners in a new awards program cosponsored by the Governor's Commission on Literacy.

Gov. Jim Martin will present plaques to the winners next Tuesday during the Greater Greensboro Open golf tournament. The Greensboro Jaycees, sponsor of the golf tournament, are cosponsoring the awards program, which attracted more than 50 nominations.

Hagemeyer

Richard Hagemeyer, executive director of the Governor's Commission on Literacy, said his group is emphasizing workplace literacy programs and hopes to encourage more companies to assist employees improve their reading and other basic skills.

John Tarpley, 54-year-old plant manager of Kemp Furniture Co. in Wendell, was chosen "Most Outstanding Individual in 1987" for his leadership in providing employee literacy education at his plant and several eastern Wake County industries.

At the 106-employee Kemp Furniture, 40 have gone through the program and 10 have received high school equivalency diplomas. In eastern Wake County, of about 650 participants, 253 students have earned their high school equivalency diplomas.

"I'm excited about the program," said Tarpley, who has been supported by Wake Technical Community College and area Rotary Clubs. "In my plant, when we started the program, employees began to say thank you .... Their attendance got better and their work got better."

Broyhill Furniture Industries will be honored as having the most outstanding private-sector literacy program. In its six-month-old program, Broyhill installed 50 computers at eight industrial sites to provide reading training to 150 employees on company time.

"It's the employees' award rather than our own," said Brent Kincaid, Broyhill's vice president of operations.

Other winners include:

- The Charlotte-Mecklenburg "Cities In Schools" school dropout-prevention program.
- The City of Lexington.
- Davidson County Schools and Davidson County Community College.
- The Blue Ridge Reading Team in Spruce Pine.
- The International Association of Personnel and the Employment Security Commission in Raleigh.
- Time Inc.'s "Time To Read" program at four Mount Airy textile mills.

On Thursday, the governor's commission and Jaycees in Greensboro, High Point and Winston-Salem are sponsoring a Triad literacy conference in Greensboro to increase area businesses' awareness of the illiteracy problem.

Charlotte Observer
March 1988

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SOFTWARE REFERENCE
GUIDE 1988

"When we first began using computers, we used primarily drill-and-practice software. Students like the instant feedback and the scores that mark their improvement. They find the keyboard easier to use than a pencil and paper, and they're more willing to take risks with the computer because they're not embarrassed by mistakes they make on a machine.

"Later we became interested in word processing because it's a more direct extension of the language experience. Students write more easily with word processing because they don't have to worry about their handwriting and they can make corrections without messing up the page. The printed page looks so good that they want to write more. We feel that writing is essential to literacy, so we try to include it in all subjects."

In Business: Employees Learn Basic Skills on the Job

Interviews:
Martha Ervin-Hollar
Basic Skills Coordinator
Beverly Jaynes
Computer Curriculum Coordinator
Caldwell Community College and Technical Institute
Lenoir, North Carolina

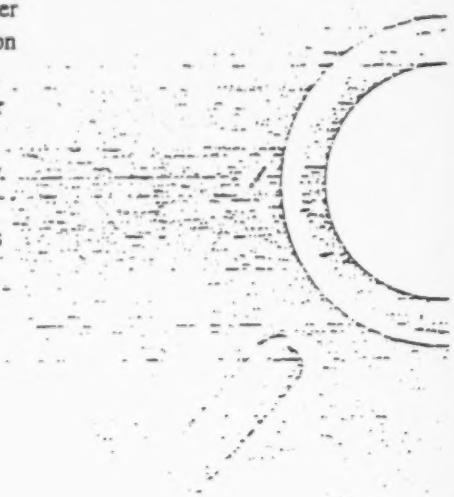
"On-the-job literacy programs offer our adult students two distinct advantages: they're convenient and economical.

"In our classes at Broyhill Industries, for instance, enrolled factory workers receive their regular hourly wage to attend class for one hour every week. They can also come to the computer lab after work to study with the computers on their own time.

"We use an individualized approach that includes a combination of personal and computer-based instruction. During class, each student spends about half the time working with a tutor or instructor and the other half working alone at a computer. Those with very low basic skills rely on the teacher for instruction and on the computer for practicing new skills. Students with skills at and above the fourth-grade level use the computer more extensively for both instruction and practice. The more advanced students become, the more they're able to study and learn independently.

"We use a lot of commercial software packages, and we've also developed our own Apple II software to correlate with the reading books in our core reading program.

"One of the major reasons Broyhill supports our literacy program is that they need employees who can read well enough to learn how to operate the company's new computerized equipment. With this goal in mind, the program seems to be working. After just 17 hours of instruction, students averaged 8-month gains in their reading levels."



THE CHRONICLE OF HIGHER EDUCATION

October 5, 1988

In More and More States, 2-Year Colleges Are Asked to Teach Adults to Read

By GOLDIE BLUMENSTYK

In Oregon lumber mills, in North Carolina shopping centers, and in Illinois prisons, community colleges are teaching adults how to read.

Increasingly, state leaders are handing the responsibility for adult-literacy teaching to community colleges, which pride themselves on service to non-traditional students.

In at least 15 states, community colleges are coordinating efforts to teach adults the basic skills needed to function in society.

In some states the duty is mostly bureaucratic—the colleges are designated as the agencies that disburse state and federal grants to the schools, libraries, and other agencies that have traditionally offered literacy courses.

But in others, the colleges have hands-on duties—training tutors, recruiting stu-

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More 2-Year Colleges Are Asked to Teach Adults to Read

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dents, and operating the computerized reading laboratories where much of the teaching now takes place.

Literacy training is a role that many experts find appropriate and most colleges welcome, partly because it helps them pull in state dollars and gain stature among politicians.

By teaching adults to read—and in many cases then offering programs that help them obtain a high-school-equivalency diploma—the colleges also are building a potential new student body for their more traditional course offerings.

Still, in some places, the new role raises philosophical questions over whether the teaching of such basic skills belongs under a college's jurisdiction. It also ignites fears of turf skirmishes between schools and colleges over control of budgets, programs, and personnel.

Filling an Important Niche

Community colleges are hardly the only players in the national campaign to teach the estimated 27 million Americans who cannot read adequately or master basic mathematics. Libraries, private businesses, foundations, prisons, and even commercial television networks are involved in the effort.

But many experts say the community colleges fill an important niche.

Community colleges are young institutions and almost always offer open admissions, says Barbara J. Holmes, director of the Adult Literacy Project at the Education Commission of the States.

They have the necessary teaching facilities and already operate on schedules designed to accommodate working adults, she says. They also are in tune with the growing demand for more off-campus classes at work sites and commercial hubs that can be more convenient for older, working students.

More important, Ms. Holmes says, the colleges understand the need to use appropriate teaching materials and to incorporate exercises that deal with adult concerns—such as learning to write a utility company about a billing error—so that the grown-ups don't feel as if they are being taught what their children learn.

"You're not just talking about learning the alphabet," she says.

In some places, the question of whether community colleges are the right place to teach the basics of reading and mathematics has not been resolved.

In Illinois, for example, people are objecting to a proposal from the state school superintendent to shift responsibility for adult basic education from the public schools to the community colleges.

The shift, which would require approval from the General Assembly, would make the Illinois Community College Board responsible for administering the state's $16-million adult basic-education program, although the actual classes would still be held in a variety of places, including schools.

"Social-service people question whether a higher-education system can be an advocate for the disadvantaged," says Rodney F. Dinges, coordinator of adult-literacy programs for the Illinois Board of Education.

Others suggest that the colleges are interested in the shift because it could help them, under state formulas, to obtain more money for other programs that do not benefit adult students.

'It Becomes a Turf Battle'

"It's not like community colleges have not had an opportunity to show a good faith effort in the past," says H. Jack Pfeiffer, principal for adult and continuing education for the Springfield public-school system. He says many community colleges have not used their discretionary resources for such programs.

David R. Pierce, executive director of the Illinois Community College Board, says the shift would allow the state to pay more attention to its literacy efforts because the programs would get more "focus" from the community-college board than they now receive under the larger state board of education.

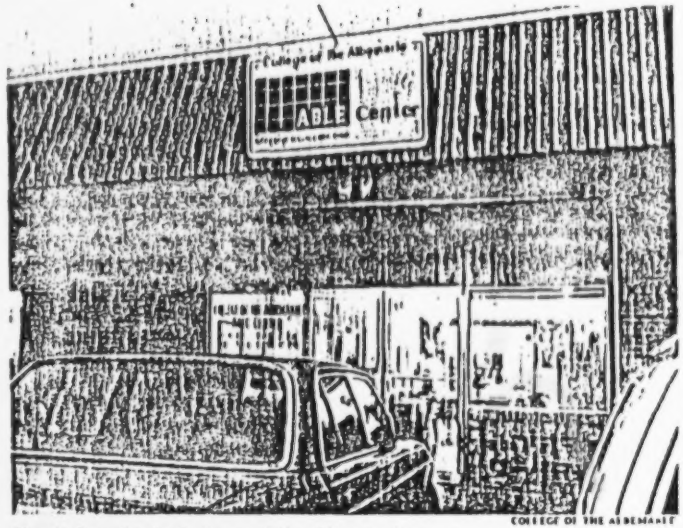
He dismisses the suggestion that the institutions of higher education would be insensitive to the students' needs for instruction in the basics.

Community colleges "are getting their hands dirty day in and day out," says Mr. Pierce.

"I haven't seen much of an elitist attitude or viewpoint on the part of the community colleges."

Clark Maxwell, executive director of the Board of Community Colleges in Florida and a former state legislator, understands the conflict.

"It becomes a turf battle. They've got employees and programs," Mr. Maxwell said of local school districts. "They're really not that interested in giving that up."



North Carolina's College of the Albemarle runs its adult-literacy programs in a shopping center.

Florida avoided the battles, Mr. Maxwell says, by allowing individual community colleges and local school districts to decide together how to offer the programs. But so far only seven of the state's 28 community colleges have negotiated agreements with school districts to take over responsibility for the basic education of adults.

In North Carolina, which is considered a trend-setter in using community colleges for literacy programs, state officials have gained support for their efforts by devoting substantial state resources to adult-literacy courses.

"Most of the community colleges and the systems I know across the state, they're pretty much in tune to the needs of adults," says Bob L. Anderson, director of continuing education services in North Carolina.

In his state, where the practice of involving two-year colleges in adult-literacy programs dates back 25 years to the establishment of the community-college system, the programs have also helped spur community support for the colleges. In some of the state's 58 community-college districts, the good feelings have translated into voter support when the colleges need approval for expansion financed by local taxes, he says.

Like most states, North Carolina gets money for its literacy programs under the federal Adult Basic Education Act. This year it received $3.5-million of the $115-million distributed nationwide. Unlike many other states, North Carolina supplemented

that amount substantially, with $13-million in state money through its general formula for reimbursing colleges according to their enrollments.

The colleges are using the money in a variety of ways, notably in programs that go beyond the campuses.

Caldwell Community College, for example, operates a computer-equipped reading laboratory on the grounds of a Broyhill Furniture Industries factory in Lenoir. It is designed to open doors for workers who were previously unable to get promotions.

"We've had people who didn't want to go into the supervisors' programs because they couldn't read," says Michael R. Taylor, who runs the center for Broyhill.

In Elizabeth City, the College of the Albemarle runs its adult-literacy programs in the Edgewood Shopping Center. The location, right next to a busy coin laundry, helps publicize the program, says Mary F. Partin, director of literacy education at the college.

It also is meant, she says, to attract students who "would feel intimidated by going to a college campus."

The college's program has transformed adults with minimal reading skills into full-fledged college students. Ms. Partin says a woman who enrolled in the literacy classes reading at the ninth-grade level has since obtained her high-school equivalency diploma through the college and is now enrolled in a nursing program.

Although most of the programs are free, colleges often find that recruiting students is a big challenge.

Reaching Inner-City Areas

To reach needy students in Central New Jersey, Mercer County Community College enlisted the "Victory Angels" to distribute posters about the college's literacy programs. (They are Trenton's version of the Guardian Angels, the youths in red berets who patrol New York City subways and streets.)

"We're finally getting them into the inner-city areas and housing projects," Patricia H. Barchi says of the college's literacy programs, of which she is the director.

Community colleges are also becoming more adept at working with government bureaucracies, such as state welfare departments, to create programs that combine literacy training with courses that will help students get jobs.

Delaware County Community College, for example, has devised a program to aid students hurt by the shutdown of many industries in the region south of Philadelphia.

The goal is to "get the population off the welfare rolls and into jobs," says Susan M. S. Rapp, the program's director. Many of the students cannot fully comprehend a sixth-grade text book, she says, which also means that "they can't read a training manual in welding."

The college program incorporates work-related examples in teaching materials, such as exercises that use mathematics skills that a carpenter would need. To help the students to stay in the program, the college has also worked out an arrangement with the state to insure that none of the welfare entitlements for the students will expire while they are enrolled in the nine-month program.

Government interest in linking literacy training with job skills is particularly apparent in Georgia, where the state just established a Board of Technical and Adult Education to stress the need for such training in its technical colleges.

"We see adult literacy as a direct tie-in to the economic-development needs of the state," says Nellie P. Hoenes, education adviser to Gov. Joe Frank Harris, a Democrat.

Ms. Hoenes says she expects community colleges to continue to be actively involved in adult-literacy education, even though Georgia's reorganization formally places responsibility for the $6.6-million program under the new board that governs technical colleges.

Testimony From Adults

She says the state made the change because officials believed it was more appropriate to have elementary and secondary schools focus on the education of children. By not putting adults back into that environment, Ms. Hoenes said, school officials are not put in a position of "dealing with their failures."

Adults who have learned to read at community colleges testify to the value of such programs.

Take Gwendolyn M. Bryant, 26 years old, the North Carolina woman who had dropped out of high school in the 10th grade and is now preparing to become a nurse at the College of the Albemarle.

Ms. Partin, who directs the program at Albemarle, concedes today that she had some doubts at first about the dedication of the woman who came to the shopping center classroom with a 3-year-old child in tow.

Ms. Bryant enrolled in the literacy program in 1985, after working in a series of factory jobs and then as a nurse's aide.

"I wanted to be a nurse and I knew I had to go back to school," she says.

Ms. Bryant says she needed the reading skills to improve her job opportunities and to help her daughter, now 6, with her schoolwork.

The opportunity to return to school was made easier because she could take reading courses away from the traditional classroom setting, says Ms. Bryant, who also credits the administrators of the program for keeping her challenged.

But ultimately, she says, what kept her going was personal motivation: "to prove to myself that I could do it."

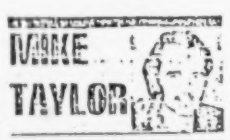
Broyhill helping employees fight illiteracy

In North Carolina, Broyhill Furniture Industries was one of eight literacy program sponsors that received awards in 1988 in a new program co-sponsored by the Governor's Commission on Literacy.

Broyhill was cited in the program as having the most outstanding private sector literacy program. In the program, which was begun in October 1987, Broyhill employees who qualified were given time off from their jobs to work in a Reading Improvement Program.

Computers were installed at eight Broyhill plants in Caldwell County and more than 160 employees on company time worked to improve reading skills. The program was originally funded through a grant from the Appalachian Regional Commission and the state Board of Community Colleges.

Caldwell Community College and Technical Institute was the



sponsoring agency for the program and today provides all of the instructional support for the effort.

In addition to the recognition for the Reading Improvement Program in North Carolina, Broyhill was invited to outline the program during the June 1988 Southern Regional Education Board meeting in Nashville, Tennessee.

The reading program designed to help employees with low reading skills, was also featured in a video produced by Apple Computers and was highlighted during a national literacy conference at Penn State University during the summer.

After initial testing in the program, both college and Broyhill officials were pleased with the results. Overall gains of approximately one reading grade level were recorded for most participants after only 30 hours in the program. Employee participation and interest in the program has been very high throughout 1988.

Employees involved in the program believe they have benefitted both in their job and their personal lives.

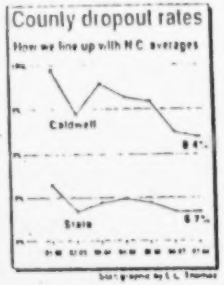
Pete Scearce who works at Broyhill's Pacemaker Plant, explains that he has benefitted greatly from the program. In addition to greatly improving his reading skills, Pete says another benefit from the program has been an overall "increase in my confidence."

"I have been with the company for eight years and can do my job. But, before I started the program I did not have the confidence to do other jobs. Now, I know if they need to move me into another job, I have the confidence I could do it," Pete says.

This increase in self confidence and self-esteem carries over into his family life, according to Pete. In the past when Pete went shopping, he had to buy only brands with pictures on the label because he could not read the name brand. Now, he happily reports, he can read the labels.

"I am very glad Broyhill has this type of program. I know it has been a benefit to me and to many others," Pete adds.

Pete is just one of many success stories from employees enrolled in the program, according to company officials. The positive results from the Caldwell County sites has led company officials to begin working with



community colleges in McDowell and Rutherford counties to begin similar programs at company plants in those counties.

Broyhill's long range goal is to expand the program to all plants.

During 1988, more than 200 Broyhill employees were enrolled in some type of adult education program and another 30 employees completed work on their high school equivalency diploma through company sponsored programs.

Adult Education programs are just part of an extensive employee training program at Broyhill. Each of Broyhill's plants has a training director who is responsible for employee training for new positions as well as cross training for other positions. Broyhill's commitment to education involves hundreds of workers annually.

Broyhill's involvement in education stems from a belief the company has both a corporate responsibility and a community obligation to not only train workers for their jobs, but also to enhance their ability to contribute in their own communities.

Dr. Mike Taylor is director of the Broyhill Education Center.

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